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ABSTRACT

This 1993 edition offers 23 papers on various aspects of learning disabilities, presented in four sections on: (1) social and emotional dimensions of learning disabilities, (2) creative environments for students with learning disabilities, (3) thoughts for parents, and (4) thinking about college. Articles include, among others: "Building Strength through Diversity: Success through Adversity" (Kristen Lidke Finn); "Living with a Learning Disability--Stress and the Learning Disabled" (Helen Ginandes Weiss and Martin S. Weiss); "Improving the Social Competence of Students with Learning Disabilities" (Pam Campbell and Gary N. Siperstein); "Learning Disabled Adolescents and Motivation" (Anthony K. Van Reusen); "School Lives--Social Lives: A School Counselor Speaks" (Mark Rappaport); "Project Apple: A Unique Collaboration Results in Teacher Training That Makes a Difference" (Lenox Reed); "The Inclusive Classroom: Making a Difference" (Michele C. Tamaren); "The Community Service Program at Windward School" (Joan Metsch); "The Dyslexic Learner" (Caroline Janover); "It Is Not a Miracle" (Miriam L. Gerstenblith); "My Brother, My Friend" (Anonymous); "The LD (Learning Disabled) Student Searches for the Right College Match" (Marybeth Kravets); and "Learning Disabilities in the College Setting: A Different Ball Game Than High School" (Stephen S. Strichart). The collection concludes with priority statements of the National Center for Learning Disabilities; suggested computer hardware and software; and a list of resources for parents such as fiction and nonfiction books, videotapes and audiotapes, organizations, and relevant legislation. (JDD)

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THEIR WORLD

A PUBLICATION OF THE
NATIONAL CENTER FOR LEARNING DISABILITIES · 1993

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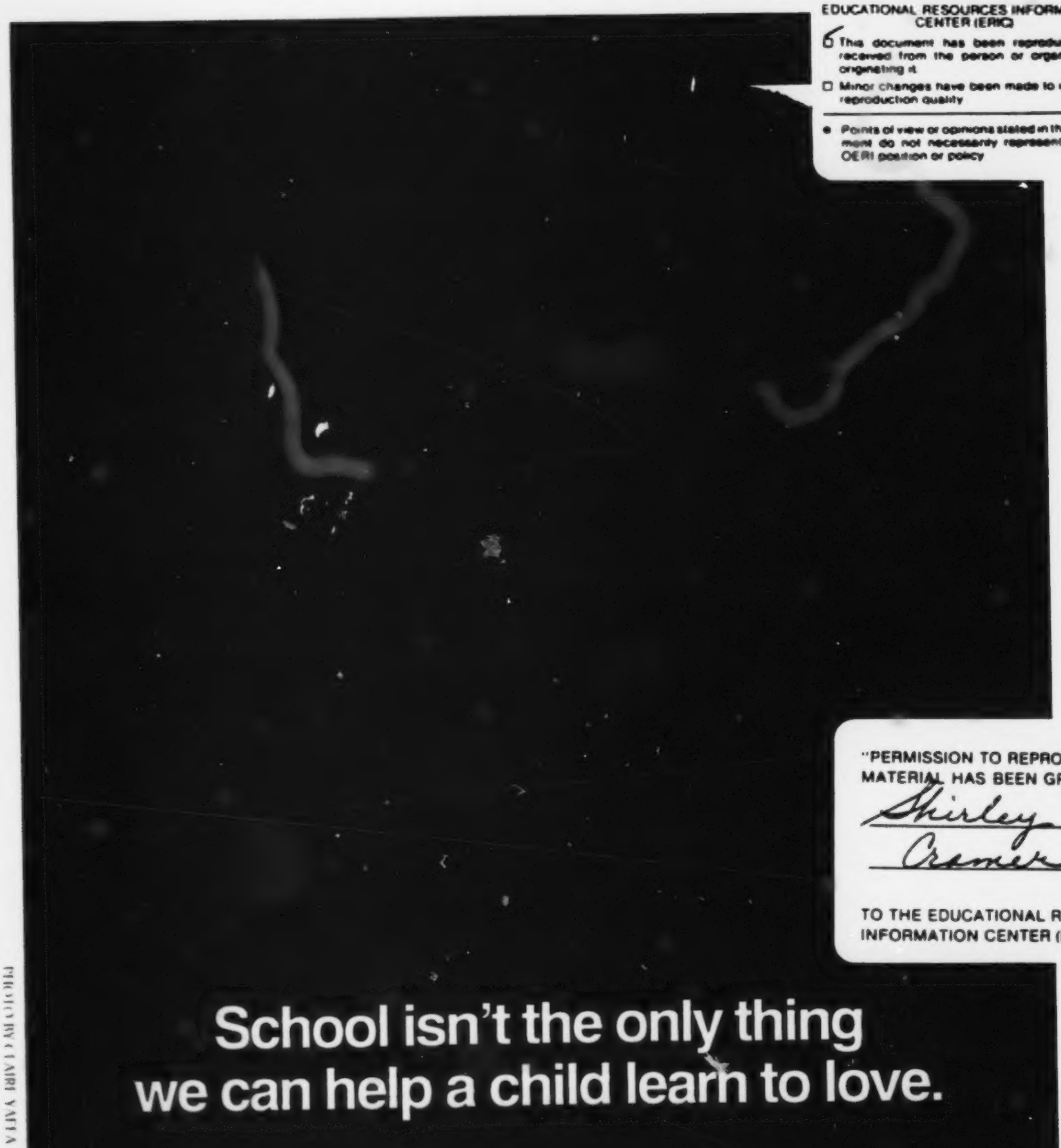
School isn't the only thing
we can help a child learn to love.

PHOTO BY CLAIRE YAFFA

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A MESSAGE FROM THE CHAIR OF NCLD

by Anne Ford

As all of us concerned with learning disabilities well know, the ramifications of a learning disability extend far beyond the formal learning situation. Learning disabilities so often go hand-in-hand with other difficulties in daily life. LD affects self-esteem and, subsequently, social and emotional interactions and well-being—in the classroom, in the family and in all life experiences.

Often, children with LD have difficulty establishing and maintaining friendships. They say inappropriate things, misread social cues and can become socially isolated. It is painful to see children who struggle in the classroom not able to find solace in their social encounters. Whatever has caused the learning disabilities may also be having an impact on the acquisition of social skills.

Fortunately, in recent years, the growing field of knowledge about LD has begun to generate approaches to deal effectively with the social problems associated with learning disabilities. Social skills, like academic progress, can be improved through appropriate remediation.

As the mother of a daughter with learning disabilities, and as chair of NCLD, it is gratifying to me personally that THEIR WORLD 1993 has focused attention on the wide range of experiences associated with LD. Increased recognition of the gamut of difficulties should lead to effective intervention and support.

Emphasis on the full experience of learning disabilities is critical to the achievement of NCLD's mission: ***To promote public awareness and understanding, and provide national leadership on behalf of children with learning disabilities, so they may achieve their potential and enjoy full participation in our society.*** The theme of THEIR WORLD underscores this all-important mission.

NCLD's work this past year has extended our full-scale commitment to children with LD, through expanded programs of public awareness, education, national leadership and advocacy. To help those with LD realize their potential, it is vital that the issues involved with LD be widely understood—in schools, in government, by parents and professionals serving children, throughout the nation and across all cultural, social and economic groups.

NATIONAL INFORMATION & REFERRAL SERVICE

NCLD's comprehensive National Information & Referral Service is now fully computerized and handles thousands of requests each month, linking those in need with helpful resources and services. In addition to the many requests for general information on LD and educational rights, the leading topics of interest have been: Attention Deficit Disorder (ADD/ADHD); the Americans with Disabilities Act; and the perceived lack of adequate services in public and private school systems across the country.

EDUCATIONAL PROGRAMS AND ACTIVITIES

This year NCLD has expanded its work with school systems across the nation. The Independent Schools Seminar Series continued with its fourth seminar, a follow-up workshop in San Francisco, and educators from other cities, including Dallas and Los Angeles, have expressed interest in future programs.

In New York City, public school principals received a workshop on learning disabilities, through Bank Street College's Principals Institute, complete with a copy of NCLD's "WE CAN LEARN" video series.

NCLD's Cultural Diversity Task Force continued to focus on specific concerns about individuals with learning disabilities amongst minority populations. Training workshops held in Maryland in November and March considered practical guidelines for regular education teachers encountering many more students with LD.

NCLD's Capitol Hill Reception and Educational Forum on Learning Disabilities, held in April in Washington, D.C., brought the national LD organizations and other related groups together with government representatives. The two-day program helped raise the level of awareness and understanding about LD, the serious implications of not treating them, and the substantial hope and means available for accommodating for them.

The impact of educational activities has been greatly enhanced with the wide-scale distribution of NCLD's five-part video series, "WE CAN LEARN: Understanding and Helping Children With Learning Disabilities". This past year, more than 800 copies of "WE CAN LEARN" have reached educators, parents, government agencies, and other professionals across the nation. For instance, a public forum in Westchester County, New York introduced the video and offered over 350 parents, teachers, administrators, and community leaders the opportunity to meet experts in the LD field and discuss the latest on important issues.

NCLD continues to provide direct support and funding for…

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National Center for Learning Disabilities

NCLD

It is estimated that between 10 and 15% of the United States population has some form of learning disabilities. NCLD helps those affected with this "hidden handicap" live self-sufficient, productive and fulfilling lives. Services include: raising public awareness and understanding; national information and referral; educational programs and products; and legislative advocacy.

Let no children be demeaned,
nor have their wonder diminished,
because of our ignorance or inactivity;

Let no adults be deprived of discovery,
because we lack the resources to
discover their learning differences;

Let neither children nor adults—ever—
doubt themselves or their minds because
we are unsure of our commitment.

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During the last several years, NCLD has established several priorities on which it is focussing its attention and programs. They are:

- **Early Childhood Diagnosis and Intervention**
- **Parent Education**
- **Teacher Training**
- **Transition to Post Secondary Education or the Workplace**

(Socialization issues are understood to be included in each category)

Statements which provide the rationale for NCLD adopting these topics as priorities appear in *Their World 1993*. These statements, prepared by NCLD's Professional Advisory Board, should be regarded as working papers, constantly subject to revision and refinement. They are designed, however, to guide us as we continue to represent the needs and concerns of those with learning disabilities.

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PHOTO BY CLAIRE YAFFA

NCLD thanks all of the children and adults who gave permission to use their photographs, art work, articles, and poetry for this issue of *Their World*.

PLEASE NOTE: The contents of the articles published in this magazine reflect the views of the authors only, and not necessarily those of the National Center for Learning Disabilities or its officers or directors. Articles submitted will not be returned. NCLD is most appreciative for the messages of support that make this publication possible, but does not necessarily endorse any of the products or companies featured.

Children and adults whose photographs appear in *Their World* are not necessarily learning disabled, and are not directly associated with the article in which they appear.

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SPOTLIGHT ON ANNE FORD CHAIR OF NCLD

During their development, volunteer-driven, not-for-profit organizations move through a series of transitions, some quite challenging. They must continuously renew their sense of mission, while building a solid foundation of leadership and support. These moments of renewal are never easy, and depend largely on the quality of leadership which emerges.

The National Center for Learning Disabilities (NCLD) has been especially fortunate to have had extremely capable leadership since its inception. NCLD's volunteers—from the Chair, to the Board of Directors, to its volunteers and supporters, have all provided the commitment, dedication and quality of leadership needed to build a strong, national organization. A crucial transition point for NCLD was the first, and thus far only, change in the role of Chair, from NCLD's charismatic founder, Carrie Rozelle, to its current dynamic leader, Anne Ford. It takes a strength of resolve, a firmness of vision, and a determination to succeed on the part of any new leadership if the future well-being of an organization is to be ensured. Taking on such a task is an act involving courage and should not be taken lightly.

NCLD has continuously made a substantial impact on the national scene of learning disabilities. Each of its fifteen years of activities have brought valuable services and resources to thousands of people in need across the nation. NCLD has made great inroads toward achieving its expanded mission over the past few years. And it has done so successfully in a period of considerable instability in the not-for-profit world. Much of this is due to Anne Ford, daughter of Henry Ford II, and NCLD's Chair since 1989. She has been the inspiration and guiding light for the smooth evolution of NCLD's growing activities.

Anne's enthusiasm, energy, and dedication to those with learning disabilities come from the very real experience of being a mother of a daughter with LD. It came as a painful surprise to Anne that there were so few options available for her daughter, and that, despite the protection of federal law, there was such little understanding of the needs of children with learning disabilities.

A large commitment in Anne's life has been the exploration of viable options for her daughter's needs. Both mother and daughter take on an excited aspect when they talk about the Threshold Program at Lesley College, which she now attends. Threshold is helping her develop a sense of independence, and, after years of the kind of close support that mothers of children with learning disabilities experience, Anne is delighted to see this emerging autonomy in her daughter. Like all mothers of children with LD, she experiences the mixed blessings of seeing her child move on, while remembering the fears that led her to be the chief advocate for her child. Anne has given equal time to her 25 year old son, who is now embarking on a career in the film industry.

As Chair of NCLD, Anne is determined to see that what she has learned can be made available to others. Under her quiet, steady, yet very firm leadership, NCLD has expanded its outreach to a wide variety of service providers and national organizations. Anne sees that individuals with LD exist in all contexts of life—they are not separate, but a part of the total fabric. Their chance for survival and success rests on their ability to create a viable place for themselves whatever the activities and offerings of life bring. Anne firmly believes that *that ability* is what we must all work to help them achieve. Under her leadership, NCLD has begun collaborative projects with school dropout prevention programs, inner city public schools, independent schools, museums, libraries, literacy mentoring programs, and communications organizations across the country. She has sought to advance the understanding of LD issues in every possible arena which time, energy, and resources will permit.

Anne could easily lend her name and little else to this worthy cause. But she is an unusually active, hands-on volunteer. She is loved and admired by her staff with whom she works side-by-side, putting in long hours at NCLD's office. She has the support of an extremely engaged Board of Directors and has developed a close working relationship with NCLD's prestigious Professional Advisory Board. Her presence is felt throughout the organization, and it has been done with the quiet assurance of someone who knows where she is heading and has the determination to get there. In many ways, her own willingness to work so hard mirrors what she knows the efforts of every individual with learning disabilities must be.

That's the major point about Anne Ford. Coming as she does from one of America's great and historic families, she could easily let others do it. But, as a mother she needed to respond to the special concerns of her youngest child. For Anne, leading NCLD was but one more freely given step to take her energy, compassion, understanding, and emerging knowledge and extend them to all who needed it.

Anne Ford is not afraid of a challenge and it is to the lasting benefit of the National Center for Learning Disabilities, and to the entire field of learning disabilities, that she has decided to accept this one. The Board of Directors, Professional Advisory Board, and the staff of NCLD thank you, Anne, from the bottom of our hearts.

Editor's Note: *Although Anne Ford has even been known to help with the proofreading of THEIR WORLD as it is going to press, this article was written and included in THEIR WORLD without her knowledge. It is but a small token of our enormous appreciation, admiration and respect for Anne Ford, our Chair, leader, and friend.*

ABOUT THIS ISSUE

By William Ellis, Executive Editor of ***THEIR WORLD***

It is a great pleasure to bring the 1993 edition of *THEIR WORLD* to you, and we send our best to all of our readers, former and new. Each year brings more manuscripts than the year before and we deeply appreciate the efforts of our contributors. While, to our regret, we are not able to publish all the submitted articles, we urge writers to continue their efforts, all of which are appreciated.

We cannot avoid the fact that learning disabilities continue to have an impact on the individual throughout life, and they often have implications which go well beyond the classrooms where they are most often relegated. Of necessity, when dealing with learning disabilities, our attention becomes focused on a specific issue related to the individual's problem—a child who doesn't read at the anticipated level, a college student whose disorganization prevents him from completing a long term assignment on time, an employee who irritates his boss because directions have to be given over and over. The result is to create a one-sided and very narrow view of individuals with learning disabilities, which separates them from the context of their lives. Most of us would recoil at the thought that we were to be judged by one characteristic. Individuals with learning disabilities are often judged that way. However we cut it, however hard we try, it is generally not fun to be learning disabled!

Our effort in this edition is to demonstrate that learning disabilities need not be debilitating obstacles. Many of our writers have overcome considerable odds to achieve very worthy goals. All demonstrate in one way or another that there are a wide array of influences which affect the well-being of the individual. Unfortunately, there is also a great variety of consequences which can result from the fact of being LD. Individuals with learning disabilities often have difficulty in managing relationships with others. They are often unaware of how others see them. They frequently feel that the world is not fully theirs. Their willingness to be public about their experiences is deeply appreciated and is encouraging to others.

We know, also, that parents and siblings of individuals with learning disabilities live with a difficult set of circumstances, as several poignant articles testify. It is striking that successful outcomes seem to come from the positive use of energy. This, of course, is not unlike life in general—negative attitudes generally do not produce positive results. We hope that this set of articles will bring people to find the possibilities which their lives with LD family members can realize.

A number of the articles show the creative ways in which talented individuals are exploring the prevention of social and emotional problems in individuals with learning disabilities. They are innovative and varied responses to real concerns. When we consider the potential for individuals with LD to become lost and, indeed, a "burden" on society, it is encouraging to see individuals dedicating their energies to finding ways to bring support, training, and understanding for individuals with learning disabilities.

THEIR WORLD has always sought to celebrate the best of being LD. Reality, however, dictates that we understand learning disabilities are only a partial dimension of the person with LD. The greater our understanding of what LD does to the total person, the greater the prospect for good outcomes. Celebration of difference has been a long established goal for many in the LD field. Difference is always only a piece of a larger whole. It need not overwhelm. When we allow difference to dominate as though it was the whole, we succeed in missing important positive dimensions in the individual. To the degree that *THEIR WORLD* allows its many readers to see the full dimension of individuals who happen also to be LD, we feel that our purpose has been served. We all hope you will enjoy this 1993 edition of *THEIR WORLD*.

CLAIRE YAFFA

THEIR WORLD has been remarkably fortunate to have its pages graced with Claire Yaffa's photographs. They poignantly supplement the themes of the publication. Much of the understanding of LD is in the heads of those who experience it. The photographs which she provides offer us the opportunity to look into the faces of those individuals, their friends, parents, and teachers. Her gifts of vision and skill as a photographer gives us, the general readership, access where many of us have not trod.

In her professional life, Claire, who is a member of the Board of Directors of NCLD, has selected interesting and challenging topics to photograph, including abused mothers and children, and children with AIDS. Her work raises the public's awareness of these tragic problems. She has exhibited in a variety of forums, and all of us at NCLD are grateful to her for the added dimension she brings to this publication. Claire is a graduate of Sarah Lawrence College, where her photos have been exhibited. She has done free lance work for *The New York Times*, *The Daily News* and *Gannett* newspapers. Her moving photographs appeared on ABC-TV Network News and on NBC-TV. She has also exhibited a one-person show at the Hudson River Museum.

Whether as single photographs or in the collages, the collection of photographs in this volume can be seen as a masterful look at the many human aspects of learning disabilities. As always, we are deeply grateful to Claire Yaffa, not only for her talent, but the considerable time, effort and love she donates to this task.

WE CAN LEARN

UNDERSTANDING AND HELPING CHILDREN WITH LEARNING DISABILITIES

We Can Learn, the exciting new video series on ½" VHS videotape, with its accompanying study guide, is full of good news for children with learning disabilities.

Produced by the National Center for Learning Disabilities (NCLD) in cooperation with WNBC-TV, New York, *We Can Learn* is an important resource for parents, teachers and professionals. In language that is easy to understand, the five eight-minute segments tell you:

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- how to get the right services for the child

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SOCIAL & EMOTIONAL DIMENSIONS OF LEARNING DISABILITIES

PHOTOS BY CLAIRE YAFFA

BUILDING STRENGTH THROUGH DIVERSITY: SUCCESS THROUGH ADVERSITY

by Kristen Lidke Finn

Editor's Note: *This article is excerpted from an article under the same title published in* Advance, *the magazine of the University of Michigan Medical Center. (Summer 1992 issue.)* Their World *appreciates the permission of the editors of* Advance *for their permission to use this article.*

On the surface, Richard Jahiel seems like a typical first-year medical student.

His small joys include getting more than five hours of sleep each night, finding a parking spot within a few blocks of campus each morning and stealing a few hours from his studies each week to work at a local espresso bar with his wife, Karyn (also a first-year U-M medical student.) When he's feeling especially indulgent he catches up on his favorite TV show, "Northern Exposure."

The show revolves around a cynical young doctor from New York City who repays his student loan by practicing medicine in a remote Alaskan village. Needless to say, the doctor feels woefully out of his element in this unpolluted, taxi free corner of the world, located somewhere between Walton's Mountain and the Twilight Zone.

Perhaps Jahiel likes the quirky show because he can identify with the TV doctor; he, too grew up in New York City—Greenwich Village, to be exact. And sometimes he, too, feels woefully out of place.

Jahiel, 27, has developmental dyslexia, a neurological disorder characterized by varying degrees of difficulty in writing, reading, and organizing verbal information. His biggest struggle is processing verbal information, especially if the content is unfamiliar to him.

"Richard has an auditory processing deficit. He just can't take the information and hold it in his brain long enough to process it, particularly if it's information he's unfamiliar with. So in the lectures, where there's a lot of information being thrown at him auditorially, it's like going in one ear and out the other," says Carolyn S. Fosselman, a diagnostician and consultant with the U-M Hospital's Educational Evaluation and Consultation Service.

Reading also is difficult for him "because in a sense, when you read, you're speaking to yourself—another form of auditory processing," she explains. "No matter the task, when verbal processing is required, he needs to take things nice and slow."

Jahiel's case is compounded because he has an attention deficit disorder, which if untreated by medication, can interfere with his concentration and make learning even more difficult.

Taken together, his disabilities at times can make an already harsh environment such as medical school feel as cold and foreign as the hinterlands of Alaska.

While Jahiel's learning disability has nothing to do with his intelligence, it can—and does—make him feel intellectually inferior to his peers. "My IQ is extremely high, but I still feel extremely stupid when I'm lost in lecture or when I have difficulty learning the way you're traditionally 'supposed' to," he says.

In such a competitive atmosphere, where quickness is equated with intelligence, Jahiel must work much harder and longer than his peers to meet and maintain the same high standards of academic achievement.

For example, he typically writes five to ten drafts of a paper before he can get the

THOMAS TREUTER

words and paragraphs to fall into the proper order. He reads and re-reads assignments and elaborately color-codes them with pastel markers to make the information easier to digest. He not only attends lectures but prepares for them by obtaining outlines of the material to be covered before class; this gives him an overview of the subject matter and an introduction to the vocabulary. He also reviews lectures on videotape whenever he can—a painstaking process that can take up to four hours per lecture. He is currently working with the Medical School's Learning Resource Center to obtain such videotapes free of charge on a regular basis. He also plans to have the LRC electronically scan his reading assignments and convert them to audiotape, so he can listen to the words while he follows the text with his eyes for reinforcement.

Because his note-taking is slow and scattered, Jahiel relies on scribed notes of each class that are distributed free by a medical fraternity to all disabled medical students on campus who need them. (Jahiel is one of three students with disabilities in a class of 250.)

Last fall Jahiel became the first student with a declared learning disability to be admitted to the Medical School, but he's not the first such student to have the disorder.

"We've had students in their second, third and fourth years of medical school before we realized that perhaps there was a neurological basis for their struggles," says Thomas C. Shope, M.D., associate dean of student programs. "Many of these students are very bright individuals who adapt well and overcome their handicaps to the point that until they get to college or medical school, they don't even recognize they have a problem."

Jahiel is a case in point. He didn't realize that his lifelong struggles with reading and writing even *had* a name until after he'd earned a bachelor of science degree from the Massachusetts Institute of Technology and had nearly finished his master's degree in education at Harvard University. His dyslexia may have gone unchecked, he says, because his studies were largely independent and he could work at his own pace.

Ironically, his academic pursuits at both institutions revolved around the study of language; at MIT he delved into psycholinguistics and at Harvard he studied biological anthropology as it relates to the development of language.

Even one of his hobbies has a literary focus: he's been collecting valuable first editions since he was a teenager. "In the back of my mind I imagined one day reading them but never have… But since I am so slow at reading I found another way to cherish knowledge," he once wrote in a journal. One of his prized possessions is a 124-year-old first issue of Charles Darwin's "On the Variation of Plants and Animals Under Domestication."

However, on May 20, 1988, an article in the Harvard University Gazette proved to be more valuable than anything in his collection of unread books. "There was an article on dyslexia in the school newspaper, and it came at a time when things were really difficult in my life," he recalls. "I'd noticed that I'd had chronic difficulty in school and jobs and was trying to come to an understanding of it. And my interest in language prompted me to read the article. It was a remarkable experience, actually, because as I read it, I said to myself, "Gee, I do that ... I do that ... I do that. Wow!"

Subsequent testing clinched the diagnosis, and Jahiel's been active in raising people's awareness of learning disabilities ever since. At Harvard he co-wrote an LD pamphlet that was distributed by dean's offices throughout the university, and he was active in a dyslexia awareness group.

His consciousness-raising activities have continued at Michigan. For example, in April he participated in a public panel discussion on learning disabilities sponsored by the U-M Medical Center, and last summer he embarked on a research project to help the Medical School develop a model program for accommodating other LD students. "As far as we know, the model program is the first of its kind in the nation," he says.

"Increasing awareness of learning differences is not simply a disability issue but has global implications for everybody. Recognizing that people learn differently will encourage the development of more varied teaching strategies and more effective learning tools. This will help maximize the potential of students and minimize the scars that schools leave on so many people," he says, referring to the fact that as a child he was punished frequently by teachers who accused him of not following directions and asking "silly" questions.

"That I could go more than 20 years without being diagnosed and on top of that have an interest in language and psycholinguistics and still not be aware of my learning disability is something quite remarkable," he says. "I'd like to prevent that from happening to others."

Shortly after Jahiel arrived last fall in Ann Arbor, Theodore M. Cole, M.D., professor and chairman of the Department of Physical Medicine and Rehabilitation, called for the formation of an ad hoc educational planning committee to address his specific academic needs. Several months later another group was formed to plan for diagnosing and managing *all* medical students with learning disabilities on campus.

Jahiel's team includes an academic adviser, a financial consultant and a staff 'coach' familiar with learning disabilities. The ultimate goal of the team is to refine its approach and apply the model to other disabled students as well. The team meets every few months on an as-needed basis to review Jahiel's progress and to anticipate potential stumbling blocks. So far, the approach has been quite successful in helping him overcome the inherent obstacles of a fast paced, lock-step curriculum.

"We've provided extra time for tests, and we've worked out a reduced work load so that Richard will be taking his two years of basic science in three. He's still taking all the same classes as everyone else, but he just isn't taking the same load," says Shope, a member of the team. "We're not changing our standards; Richard has to achieve and demonstrate the same things as any other student. What we've changed is the speed with which he has to do that."

A SLOW LEARNER BUT A QUICK THINKER

Indeed, Jahiel may be a slow learner, but he's a quick thinker. "Since the path I take is different from that of my classmates, I often find myself at different places with different knowledge to show," he says. "This leads me to discoveries that are often missed by others. I have been told that this will be a real asset during the clinical years when the object is to reorganize information and make diagnoses, because I am very good at reasoning," he says. And while he may be slower at writing than his peers, he's praised frequently for the thoughtfulness and originality behind his words.

"I think Richard is an exceptional person. What he's doing is very difficult, because the kinds of learning that go on in medical school are just exactly the kinds of learning that are very difficult for him. He's extremely bright. It's not that he doesn't understand the material—it just needs to be presented in a way that he can process it," says Susan S. Brown, Ph.D., an associate professor of anatomy and cell biology who spent an average of four hours a week working with him one semester.

In short, Jahiel is a right brained learner. He's better at processing visual images and nonverbal concepts than left-brained, verbal information. In fact, his nonverbal IQ—his ability to work with images and symbolic codes, his understanding of spatial relations—is in the genius range.

FINDING THE WAY WITH SEMANTIC MAPPING

To take advantage of his learning strengths, he complements words with pictures whenever he can. For example, he uses a reading comprehension technique called semantic mapping to convert the material to be learned into a diagram or outline that his right brain can understand. "It's the translation process that slows me down enough to equate my handicap with a physical disability such as that requiring a wheelchair," he says.

He's also learning to use mnemonic techniques to help him familiarize information. For example, to remember that birds are warm-blooded, he could sketch a picture of a bird taking a sunbath. "Anything that enhances his visual impression is a good coping strategy, because visual learning is his strong suit," Fosselman says.

Although Jahiel's struggles are far from over, he feels uplifted by the progress during the past year. "This is really a great thing to be a part of, because none of this existed when I arrived, and it's all moving very quickly forward," he says. "It's really exciting to be involved in something that will last—that will have a real effect on the School.

When I first got here I felt like I was in a wheelchair at the bottom of a flight of stairs. But now I feel more like I'm at the top of the stairs. I've found some ramps that people didn't know existed, and we're building new ones."

Editor's Note: *Kristen Lidke Finn is managing editor of* Advance, *the magazine of the University of Michigan Medical Center.*

The work of the University of Michigan Medical School in the disabilities arena has, through the Department of Physical Medicine & Rehabilitation Chairman Cole, influenced the policies of the Association of Academic Physiatrists and the Association of American Medical Colleges in Washington, D.C.

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with affection

LIVING WITH A LEARNING DISABILITY:

STRESS AND THE LEARNING DISABLED

by Helen Ginandes Weiss and Martin S. Weiss

"It was very, very difficult," said Bruce Jenner, former Olympic gold-medalist and sportcaster, upon his visit to The Lab School of Washington D.C., a school for students with learning disabilities. "For some reason the (reading) process didn't work. It just didn't want to come off the paper like for everybody else... The biggest fear I ever had in my life was reading in front of the class." Jenner knew that the simple act of reading, writing or solving a problem in arithmetic can appear to be an insurmountable task causing him far more stress than competition for an Olympic gold medal. He understood the challenges facing students with learning disabilities.

"My father always wanted gold-plated kids—children he could read about in the newspapers and brag about to his business partner," said Mark, a learning disabled college freshman in our Economics Class. He described feeling unappreciated for himself, only valued for his academic performance. "Sometimes I felt that my parents wanted to give my friends an I.Q. test before they let them in the house" he added.

Student after student expresses the stress resulting from the experience of embarrassment, humiliation, and anger resulting from being asked to read to the class, having to read an essay or report, or having a failing grade announced aloud in front of an audience of one's peers.

No matter how great an accomplishment one ultimately achieves in life, the memory of feeling stupid, being held back in a grade, or making serious mistakes in class are never forgotten. The result of ongoing frustration, failure and fear of failure often persists as stress.

THE BIOLOGICAL PATHWAY TO STRESS

The physiological response to stress is seen in the extreme in people who exhibit clinical anxiety and symptoms of depression. The biological pathway to stress, the so called "stress circuit," is an emotionally triggered response initiated deep within the brain, activating neurotransmitters such as serotinin and norepinephrine. These in turn, carry a chemical message to the hypothalamus gland signaling it to secrete a coricotropin-releasing hormone. Next, the pituitary gland, just beneath the brain, releases the hormone ACTH (adrenocorticotropin) into the bloodstream. ACTH stimulates the adrenal glands to spill cortisol into the bloodstream causing a state of heightened body arousal to cope with a challenging, frightening, or otherwise stress-producing situation.

The person who has constant stress may show signs of an overactive, poorly regulated stress circuit. The body acts as if it is constantly under attack. Learning disabled young people who are constantly subject to stress may be suffering from this syndrome. Clearly, environmental events can affect both physiological processes and do damage in the body's chemistry in the long run.

Stress produces a variety of symptoms. Although no one person reacts to similar stressors in exactly the same way, there are some reactions common to all people. These may result in internalized anger, a sense of impotence at one's inability to fight back, resulting in overt physical symptoms—such as muscle tension, intestinal disturbances, headaches, and a rise in blood pressure due to "fight of flight" reaction.

The learning disabled student is doomed from the start when the growth of self-esteem is determined by performance. He cannot perform as well as his peers and invariably feels the symptoms of stress that this pressure causes. Many educators are worried about the undiagnosed student who hangs on for years with near-failing grades, suffering the pangs of humiliation at his inability to perform without understanding the reasons for this poor performance.

"CHILD'S STRESS SCALE"

It is interesting to understand the kind of life events that stress children as they grow up to give us a better understanding of the role of academic failure for the learning disabled. On a "Child's Stress Scale" devised by the Child Care Information Exchange study in May of 1986, the following factors were selected as the primary stress factors by fourth, fifth and sixth grade students.

High Stressors:	Stress Scale
Losing a parent	6.90
Going blind	6.86
Academic retainment in grade	6.82
A poor report card	6.23
Being sent to the principal	5.75
Being ridiculed in class	5.28

Most of the so called stress factors that we prepare children for, in our concern for their emotional well-being, fall below those listed above on the Stress Scale:

Moving to a new school	4.60
Scary dreams	4.08
Being picked last on the team	3.30
Going to the dentist	2.73
A new baby sibling	1.27

HURRYING CAN BE DESTRUCTIVE

David Elkind, Ph.D, Professor of Child Study at Tufts University in Medford, Massachusetts, sees the pressure of the "Hurried Child" as a highly destructive force. He feels that challenging children is different from pressuring children and that each child should be seen as a kind of "superkid" for the individual qualities and unique abilities that make him special rather than just academic performance.

The belief that attendance at an Ivy League university or an expensive private school can be the ticket to lifelong happines puts young people under the stress of getting into that kind of institution. Even if admission were a relatively simple matter staying in that kind of an institution is even more complex.

The learning disabled youngster is placed under increased stress because he always feels different from others because of his academic lags. The kinds of pressure cited by college admissions's officers suggest that some parents feel that the social acceptability of attending a status school is more important than the quality of the academics at that institution. Sometimes, the quest for a "name" school leads parents to ignore any evaluation of the appropriateness of that institution for their child.

When learning disabled people feel stressed they may keep their feelings to themselves because they may have been taught that anger should not be expressed. Moreover, their tendency to become explosively angry may keep them from venting any anger at all. Many learning disabled people fear that showing their anger might cause others on whom they are dependent to stop loving them.

The internalizing of anger or fear is a major cause of stress and the learning disabled person is a primary candidate for the symptoms of such stress.

In the natural development of the parent-child relationship, issues of autonomy, control, supervision, and setting of limits result in a normal struggle toward independence on the part of the child. When school performance becomes the center of this contest it may turn into a very ugly power struggle.

If the child cannot comprehend the reasons for his poor performance, or is unable to improve it without expert outside help, the problem becomes insoluble. It is a constant stressor for both parent and child. The conflict causes both parties to become more resistant and the child to become more rebellious, possibly leading to other more serious acting-out behavior. Clearly, one important answer to the stress problem in children is the help given by a nurturing parent and a sensitive, understanding teacher.

Ongoing performance stress is one of a number of factors in the escalation of teenage suicide. Most of these young people who are candidates for suicide come from so called "average" families, although they have to put up with more divorces, remarriages, family illnesses, deaths, run-ins with the law, and school failure than any other generation.

Many experts agree that the most important thing that parents can do for their children is to recognize the symptoms of stress, to listen to what their children are saying and doing.

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They can also assist their youngsters in learning to express their worries and overcome fear and anxieties in stressful situations.

STRESS REDUCTION EXERCISES

Suggested are some of the following stress reduction exercises:

- A break of a few minutes, visualizing oneself in a pleasant, relaxed situation. Tell the child to try to feel the muscles relax, to concentrate on feeling the tension leave the body. Whenever stress becomes apparent to the child he can perform this exercise by himself.
- Taking a few deep breaths helps to relax the body. By concentrating on deep breathing one's mind is shifted from the anxiety producing situation.
- Playing mental games often helps to distract the person from the stressful event. By imagining that all one's problems are in a large red balloon, and that balloon is floating slowly over one's head carrying the problems far away, the situation may be better handled.
- Learning relaxation exercises, following a program of noncompetitive sports can also help in mental stress reduction. Aerobics, running, brisk walking, swimming, skiing and many others are included in this category.

Although these exercises may appear to be daydreaming or time wasting to others, the ability to reduce stress can be an extremely helpful strategy for the learning disabled person.

FOOTNOTES:

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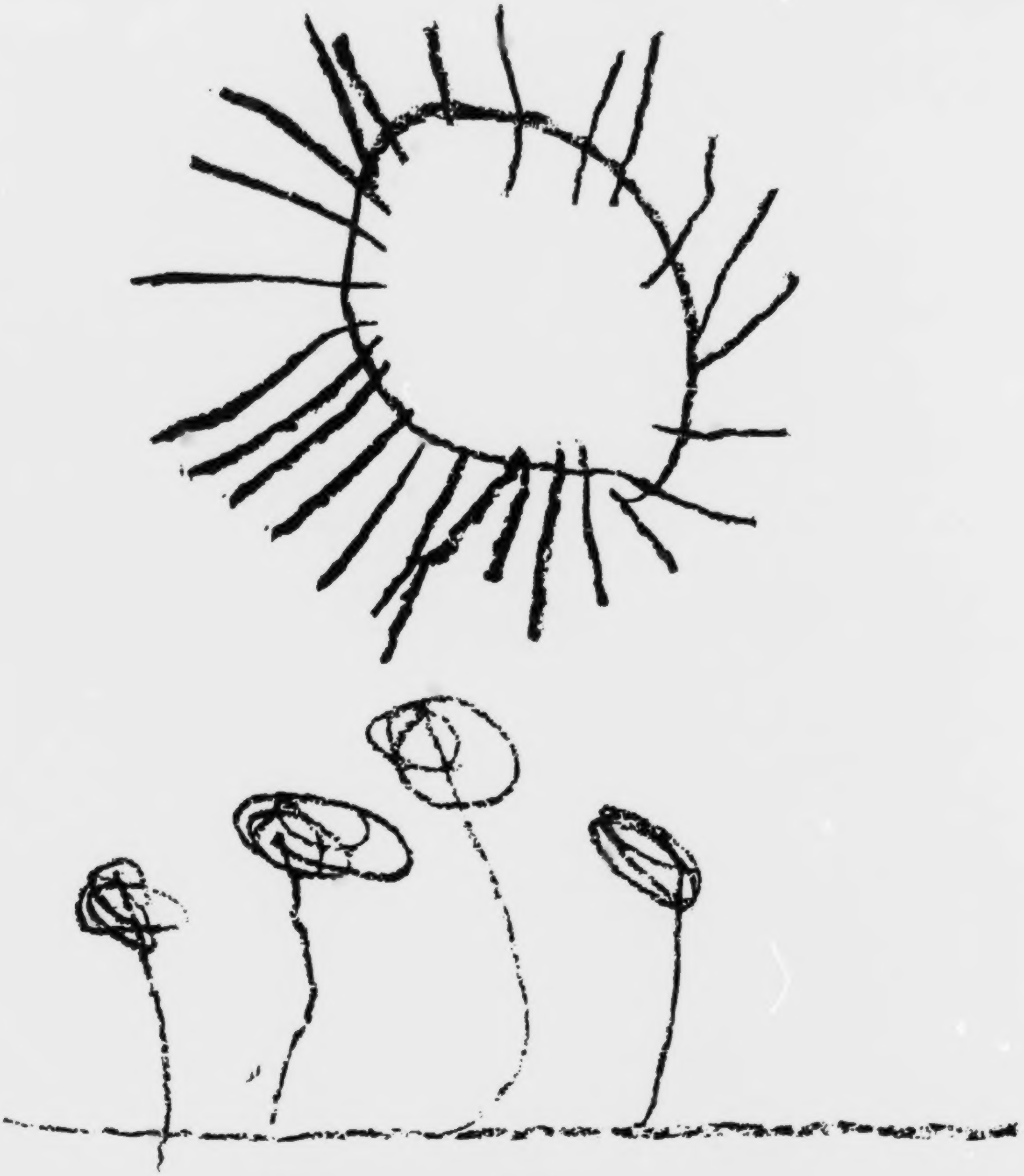
Editor's Note: *Helen and Martin Weiss are learning consultants and Adjunct Professors at Colorado Mountain College.*



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I LEARN DIFFERENTLY

by Robert Conaty

I'm amazed at how much I remember of my childhood, after all those early school years of trying to block them out. I was very eager to start first grade as most young kids are. But that eagerness began quickly to fade into frustration and fear. It didn't take very long to notice, when comparing myself to all the other children, that I was somehow different. It always seemed as if I were more nervous than anybody else. Simple things took me longer than virtually anyone else. I remember waiting until the kid next to me raised his right hand to do the Pledge of Allegiance for me to know which one to raise.

CLAIRE YAFFA

"I HATE SCHOOL"

I would not describe my earlier school years as fun. They were very much tension filled. By third grade it was obvious to a lot more people than just me that I was different. My family did everything they could to help me learn. I remember two hours a day, three days a week, going to my third grade teacher to help me with my homework. I was traded off between my Mom, my Dad, and my sisters every night as they would try to help me with my homework. It didn't seem to matter. Nothing came easily and nothing seemed to work.

I became extremely shy and I didn't participate in a lot of activities. One day in the third grade there were only a certain number of kids and the majority wanted to play a game of touch football. I was selected to be on one of the teams. I was fairly fast for my age and I was coordinated, although the concept of rules was very confusing to me, and I could never seem to get them quite straight no matter how much I tried.

We had a play called "catch and run," which even I could understand. The quarterback threw the ball to a player and he would run with it until he got tagged or scored a touchdown. The ball was thrown to me. I wasn't really accustomed to running with the ball. All I

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knew was I had to catch it and run with it—so I did. I felt exhilarated running by all the other kids—a feeling that no one could catch me. As I crossed that goal line I felt on top of the world because I had actually done something good.

As I turned around to my peers, instead of receiving cheers and a pat on the back for a job well done, I faced a bunch of kids pointing fingers at me and laughing. I had crossed the wrong line. I went the wrong way. I was overwhelmed with a feeling of wanting to run and just get away and never come back.

Holding back the tears, I remember saying to myself, "I hate school, I hate school." I went right to the teacher and asked if I could go inside. I told her I didn't feel good, but because the teams were even that day, she said all I had to do was keep playing five more minutes until recess was over. So the game continued and I kept saying to myself, "don't pass it to me, don't pass it to me." I didn't really have to worry about that though, because they never did pass it. That was probably the longest five minutes of my life!

My father was a very loving and gentle man who has had a magnificent effect on my life. He was a very proud man and at first he desperately fought the fact that there might actually be something wrong with his son. My mother, through gentle encouragement, tried to talk him into getting me tested to find out what was actually wrong with me. He was completely against the idea. When he took a three day golf trip, my mother took me to a variety of testing facilities.

There was no question that I had a disability called "dyslexia." I remember feeling relieved because now I realized that I wasn't retarded, that something wasn't actually wrong with me. I just had this thing called dyslexia. Once my parents knew and accepted what they were dealing with, they wasted no time looking for the best schools I could attend that would help me.

MY LIFE BEGINS TO CHANGE

In the summer of that year I met Diana King, who ran a school for dyslexic boys called Kildonan. Today, I consider Diana to be a dear friend. When my parents left me in Diana's care, I remember one of my Mom's parting comments in addition to the typical "Don't forget to brush your teeth before bed," and "make sure you eat all your vegetables." She told me I was now at a place where they wouldn't laugh at me any more but would only laugh with me. I didn't exactly know what she meant on that day, but it was about a week later I found out.

I was playing basketball, again on even teams. I was so eager to impress everybody that I was actually aggressive on the court. I remember stealing the ball and making the lay-up. No sooner had my feet come back down on the court that I realized I had run the wrong way, and my body flinched in anticipation of the laughter that I was sure would follow. As I turned around and braced myself I didn't hear laughter. I didn't hear anything. Everybody was just standing there. As I looked at the counselor, he gave a gentle smile and waved me back to the group. I didn't know what to do. I gave out a nervous laugh and I guess that prompted everyone else to laugh. As I ran back to the group, a couple of kids patted me on the back. That's the day I realized that once again my Mom was right. At this school they laugh with you, not at you.

Under the guidance of Diana King, and the expertly trained staff, my life slowly, but surely, began to change. I began to do something I was unable to do before—I was starting to learn and learn quickly and easily at a faster rate than I ever dreamed possible. The summer after my first year at Kildonan was one of the best of my life. It was like I was a new person. I was able to do things that I was never able to do before. I was more confident, not to mention I had come up three academic years in just nine months. I remember my family could not get over the difference nine months at Kildonan had made. I was on top of the world.

That summer I didn't think anything could go wrong—but something did. I lost my father. My world came crumbling down. Things became blurry and the focus of my family was changing. I had to go back to school in a few weeks.

We arrived on campus a day early and Diana met us on the steps to her office. She gave both Mom and me a big caring hug. She reassured us both that things were going to be O.K. At my father's death bed I had made him the promise that he would be proud of me about my school work. I was able to keep that promise largely because of two very special tutors, Sherry and Dennis, who were able to take my unfocused energy and channel it to the power of learning.

I had many long talks with Dennis. He opened me to the world of books and literature. He was always giving me something different and more challenging to read. Even though I'm sure I complained about it then I want to thank them both now. In those two years I conquered the fear of learning how to read.

COLLEGE BECOMES A REAL POSSIBILITY

From Kildonan I was extremely fortunate to attend the Forman School in Litchfield, Connecticut. The ideology of the two schools seemed almost identical. It was as if Forman picked up the ball where Kildonan had left off. Kildonan was a very small school, very specialized. There were only fifty boys when I went there. Forman had about two hundred and ten students. So the challenges of a bigger classroom and less attention, which I thought would be very scary, were actually very smooth.

I am grateful to two very important people during my high school years—Jack Fercaso, my English teacher who picked up right where Dennis and Sherry had left off, and a fantastic woman, Mrs. Dymtric, who was head of the Math Department. Mrs. Dymtric actually got me to like Algebra. The spirit of learning was alive and well on campus. All the faculty pushed you, challenged you to be the best you could. Because of the combined efforts and the special teaching methods of Kildonan and Forman, I was able to attend West Virginia Wesleyan College.

I chose this college for its learning center, which enabled me to take untimed tests and get all my books on tape and take some tests verbally. Wesleyan allowed me to take tests in the learning center with only a few people in the room. There were individual cubicles with a proctor walking around and all you had to do was raise your hand and they would help you with the spelling of a word or the grammatical part of a sentence. I knew the first day I set foot on college campus that I was going to graduate and in 1988, after five years at Wesleyan, I received my degree. After the usual celebration following a graduation ceremony, my Mom pulled me aside and looked me straight in the eye and said, "You're on your way now, son," and I looked her back straight in the eye and said, "I know."

I LEARN DIFFERENTLY

I was one of the fortunate ones. I had a mother with the will of ten men, a family who gave more unconditional love, more support both emotionally and financially than I could ever dream of. I attended some of the finest schools available for dyslexic boys. I was taught by teachers who not only cared but understood. When I think back to the person I am now, there is no doubt in my mind I would never be where I am if I didn't have all that love and support.

Being diagnosed dyslexic was one of the best things that ever happened to me. I was diagnosed dyslexic in 1977, it's now 1992. I have LD, but because of the education I've had, to me that does not represent Learning Disabled. The initials LD simply mean I *Learn Differently.* If I am taught differently than the mainstream, I will learn. Because of Kildonan, Forman and Wesleyan and other fine schools like them, the military phrase, "Be all that you can be," is not a dream, it's my reality.

I want to take this opportunity to thank all the people who influenced me in my early life and provided that safety net. I would like to let them know it not only worked, but they gave me the courage to go out in a world where I am often misunderstood when it comes to my special gift. I am a 27 year old dyslexic and very proud of it.

Editor's Note: *Robert Conaty works with an insurance company near Washington D.C. He has dedicated this article to his mother to whom he writes: "To my Mom: I love you with all my heart. Because of your belief in me THEN, it enables me to make a difference NOW."*

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IMPROVING THE SOCIAL COMPETENCE OF STUDENTS WITH LEARNING DISABILITIES

AN OPPORTUNITY FOR TEACHERS IN TODAY'S CLASSROOMS

by Pam Campbell and Gary N. Siperstein

Children with learning disabilities are often alone in school. We see them standing apart from their peers on the playground and sitting by themselves in the cafeteria. It seems that even when they are in a group with their peers, they do not get involved and interact. There may be several reasons why this happens. We would like to consider some of these reasons before addressing our responsibility to respond.

It may be that children with learning disabilities experience peer rejection and negative teacher expectations and behavior in school because their teachers and peers are not open to the diversity they represent. Consequently, a climate of acceptance and opportunity remains unavailable to them.

It is also possible that the reasons for their rejection and isolation lie within the individual child. Many children lack the social skills to make new friends, successfully enter an ongoing group, respond to peer provocations, ask for help, etc. These social skills require not only knowing *what* to do in a given social situation, but *when* to do it. Students with learning disabilities often have particular difficulty in knowing how to use the skills they know.

Regardless of the reasons why, the effective schools and social competence research over the past 20 years has clearly documented that students with learning disabilities are socially at-risk. Students with learning disabilities have poor social relationships that do not improve over time, and in fact, translate into later adjustment difficulties. These experiences also result in negative self-perceptions. Many students with learning disabilities believe they are powerless to change what is happening to them. Even if they should use the social skills they know or have learned, they believe it would still be to no avail.

How do we reverse the social plight of children with learning disabilities to help turn their rejection into acceptance (Siperstein, Bopp, & Bak, 1978) and how do we translate teachers' negative expectations and behavior into proactive and constructive approaches to improving the social competence of their students (Siperstein & Goding, 1983; 1985)? To answer these questions, we embarked on a project to develop a curriculum for teachers that would provide the knowledge and skills needed to improve the social climate of their classrooms and improve the social skills of their students with learning disabilities.

We believed that by focusing on *both* the classroom climate and the student's social skills, we would achieve our ultimate objective of enhancing the social competence of students with learning disabilities. In fact, we believed that only when all the possibilities for improvement in the social climate of the classroom have been addressed could we legitimately focus on the needs of an individual child.

A CURRICULUM FOCUSED ON THE CHILD'S SOCIAL ENVIRONMENT

In developing the curriculum, we wanted teachers to understand the profound consequences that a learning disability may have on a child's social world—an issue that has always concerned parents. Most important, we wanted teachers to become aware of the critically important role they can play in creating opportunities for socially productive activities in their classroom, in teaching social skills to students within the context of academic activities, and in improving the confidence of students with learning disabilities as they face the day-to-day social challenges of the classroom.

Our teacher training curriculum is unique in that it focuses on both macro and micro levels to bring about greater social competence in children. We focus first on possibilities at the macro (classroom) level to enable change to happen. We then focus on the micro (individual) level to teach social skills to students who do not know what to do or when to do it. We provide direct and specific instructional strategies and include many confidence building activities. We believe this approach directs teachers to focus on strategies that are effective in creating a climate of acceptance in a classroom.

This macro/micro approach does not *blame the victim*, but rather first acknowledges the responsibilities of the total school community, including peers and adults, to provide situations that are rich in social opportunities: and second, acknowledges the individual needs of the student with learning disabilities.

"FOCUSING ON THE CLASSROOM"

The curriculum is divided into two major topics that address the classroom first and the student second.

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The topic, *Focusing on the Classroom*, is presented first because successful interactions with others may have more to do with the influence of the teacher, the environment, the instruction that takes place there, and the peer group, than with the individual social abilities or inabilities of an individual student.

The curriculum begins with teaching teachers about expectations and styles that can limit or enhance how their students get along with others. Teachers who communicate appropriately high expectations are able to adjust their teaching style according to the needs of their students and enhance student social and academic achievement. We then move on to the physical environment of the classroom and the impact that teachers' rules, use of space and scheduling can have on students' social behavior. Rules can give students limits and consequences for behavior, as well as expectations for how to behave. The appropriate organization and arrangement of the physical space can set up productive student-to-student interactions. Successful management of both instructional and transitional time enables students to be on-task and productive.

We also focus on the use of cooperative learning to promote social competence through the design of activities that promote both academic and social outcomes. We emphasize the importance of considering student learning styles and teacher questioning strategies within this discussion.

Lastly, we address the importance of looking at other classrooms in which students with learning disabilities may spend part of their day. We suggest that, by working together, teachers in these classrooms can examine and adjust discrepancies in the organization and delivery of instruction to make it more consistent and predictable for their students.

"FOCUSING ON THE STUDENT"

Our second major topic, *Focusing on the Student*, provides teachers with specific ideas to use with *individual* students with learning disabilities for whom creating classroom opportunities may not be sufficient. Our goal is to provide teachers with the assessment and intervention techniques to teach social skills and enable their students to develop more positive self-perceptions while developing social skills.

To develop social skills, we focus on two instructional techniques—modeling and coaching. Modeling can be used to teach students appropriate social behaviors—visible and audible actions such as gestures, movements, and conversation that are needed in social interactions. Coaching is used to enable students to develop the social knowledge and problem-solving skills with which to apply the social behaviors they already know.

Teachers might expect students who have learned social skills to go forth and get along with their peers; yet, many of these students remain hesitant or behave inappropriately in social situations because they still perceive themselves as socially unskilled.

We then focus teachers' attention on how a student's self-concept, self-esteem, and self-efficacy contribute to their overall self-confidence in social situations. Teachers can help their students become self-confident enough to use the social skills they have learned to interact more frequently and productively with their peers.

We also include several additional features in our curriculum. There are assessment instruments to observe social behavior or learn more about how students perceive themselves. There are also many instructional activities and suggestions for teaching social skills to students and helping them feel more confident and positive about themselves. A template is provided for making changes in the planning, monitoring, delivery, and evaluation of specific interventions. Finally, there are many additional resources that include suggestions for goals and objectives for Individualized Educational Plans (IEPs).

As teachers realize that the ways in which students with learning disabilities behave and achieve are often a direct function of many teacher-based decisions, they may feel greater empowerment and entitlement to address issues of classroom organization and social skills instruction. Teachers who use the strategies and materials presented in the curriculum can enhance their own teaching skills and, as a consequence, their students' abilities to achieve both social and academic objectives.

With the generous support of the National Center for Learning Disabilities (NCLD) and the Office of Special Education Programs (OSEP), we have been able to pilot and field-test our curriculum with several hundred general and special educators. Their participation, feedback, and suggestions have enabled us to design an instructional tool that is informative and timely, yet practical and applicable. This curriculum, *Improving Social Competence: A Resource for Elementary School Teachers*, has recently been adapted into a book to be published in the Fall of 1993 by Allyn & Bacon. For additional information, please contact Gary N. Siperstein, Director, Center for the Study of Social Acceptance at the University of Massachusetts–Boston, 100 Morrissey Blvd., Boston, MA 02125.

Editor's Note: *Pam Campbell, Ph.D. is an Assistant Professor at The University of Connecticut where she teaches future teachers of students with special needs. She was a classroom teacher in both general and special education classrooms for many years.*

Gary N. Siperstein, Ph.D. is a Professor of Psychology and Director of the Center for Study of Social Acceptance at the University of Massachusetts at Boston. His research has focused on the social implications of the disabilities that children experience.

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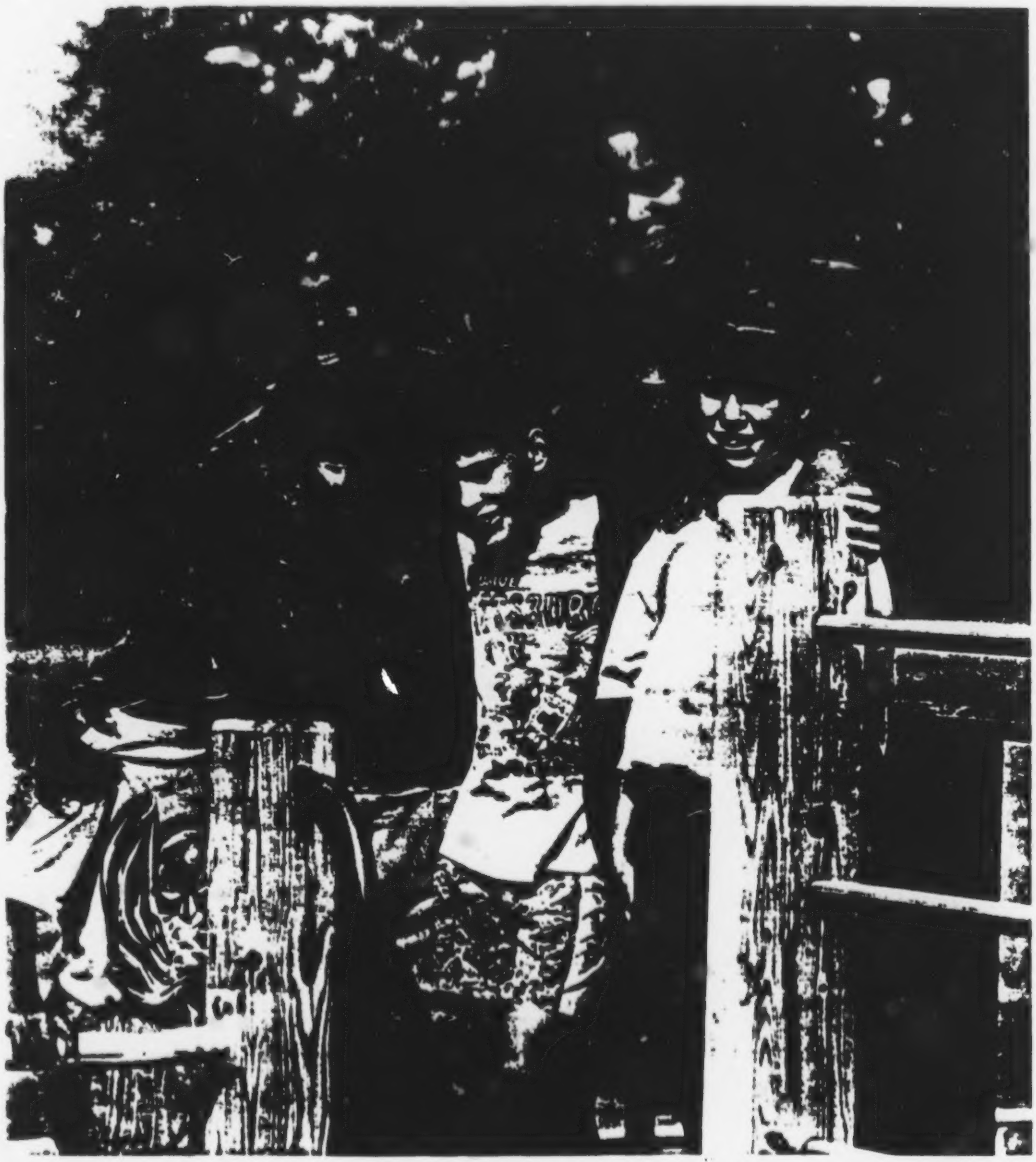

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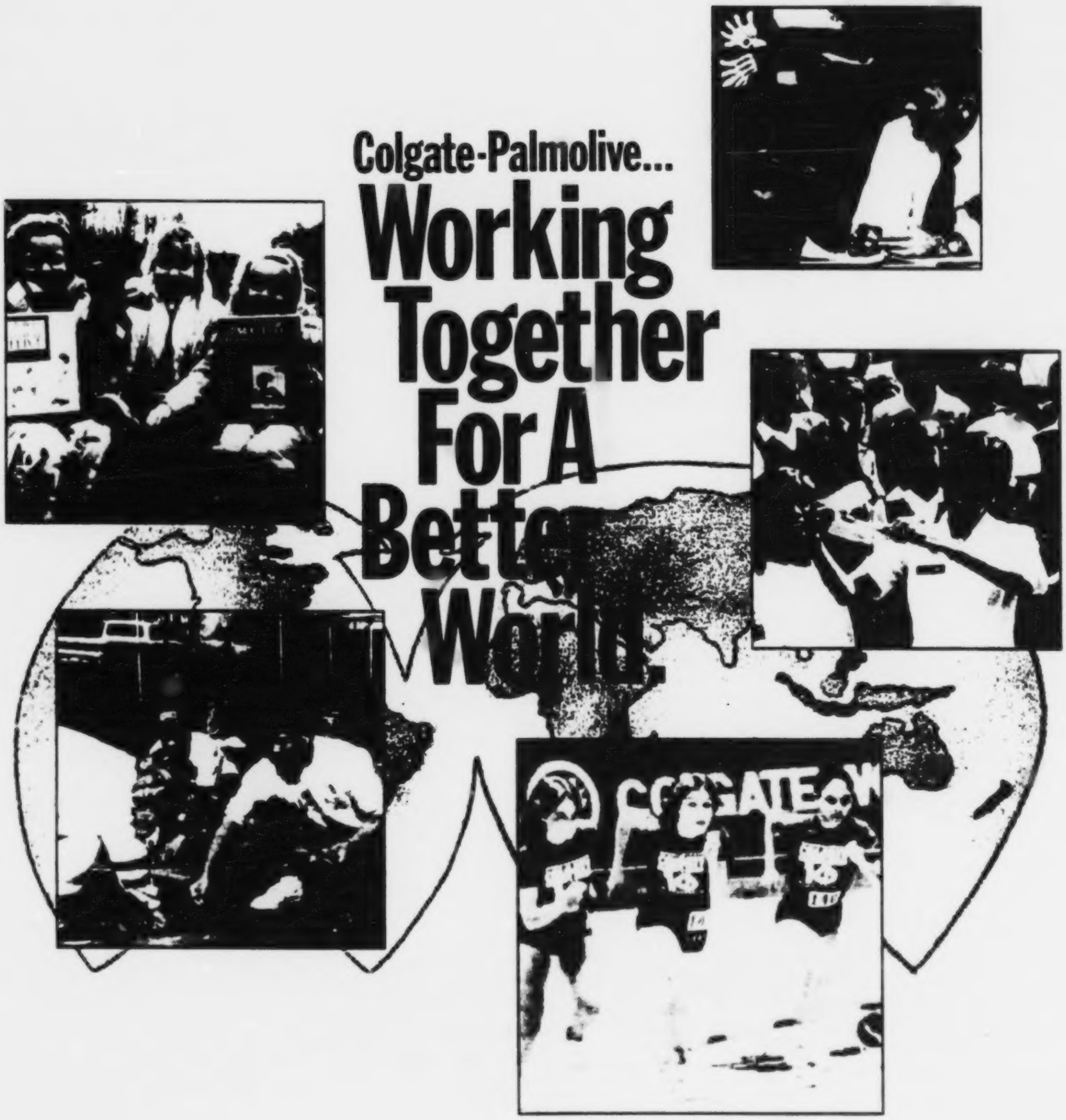

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JASON'S STORY

by Jason, with commentary by Brian Cleary

It is easy for professional educators to develop a detached and clinical attitude toward learning disabled and dyslexic children. Reports are often couched in an impersonal jargon with only a passing acknowledgement of the frustration, anger, and anxiety experienced by the unfortunate child who becomes a 'case' and is frequently reduced to a percentile or a grade equivalent.

This story was written by Jason, a student at the Curtis Blake Day School of American International College in Springfield, Massachusetts. Jason, who is severely dyslexic, wrote this when he was thirteen. He is perceptive, very bright and in spite of his difficulties, remarkably good humored. The chronicle has been condensed but only because of the constraints of space. The spelling and syntax are his.

Thus it is written (with occasional prompts):

"Ever go to school where you don't learn a thing just sit at a desk daydreaming. I did let me tell you how it feels to be deslexic an lied about."

CLARE YAFFA

FIRST GRADE

First grade sounded fun. The first graders couldn't call us kindergarden babies anymore. We were the first grade. We picked desks—we were judged on reading skills and they put me and two other kids in the next room. Two weeks past and the two kids and I were put in a class room called the resource room. Till this day I'm still wondering where they got that name. We were helped indervilderly on a stuiped book with no meaning called ——. Mostly all teachers said was "I know you know it or I hear you saying it. I mostly believe the teathers were in need of a hearing aid! At the end of September I was reading N BOB RAN TO TIM. or TIM IS A RAM AM I A RAM TIM SAID. Still I read it slow. Most of the time I day dreamed of torching the school or just walking off at recess but my mom would drive me back.

I failed and was put in another room. the teacher was nice for a day and then I discovered she was a witch! She yelled at me. though books at the table sliding

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at me. She never calm down. For froty-five mins it was constance yelling like "YOU CAN READ IT!" "I CAN HEAR YOU SAYING THE WORD DON'T PLAY GAMES WITH ME!" Every class there I went out with a head ach. The best past about it was I got a sticker. do you think it's woth it. 1 sticker for a fourty-five min tor (torture) of hell! When I go back kids said your lucky yo get stickers. I said lucky for what a hag yelling at you for fourty-five mins.

When we went to the liebiey we sat on the floor reading but it was hard to tell kids I can't read so I got books with no words and said it was a mistake of I'd bluff. gym was probly the only class I really pasted.

SECOND GRADE

Second grade ws the same old thing. I was in the resource room. There were still three kids and me in that conor of the room. We had to make cards for a teacher I couldn't stand. I had to ask the teacher to spell pracicly every word. She just wrote on the board. When the kids looked up to see what the techer was writeing whispering started up like "who couldn't spell 'dear'?" "Jason"

One day the home room had a spelling bee and we were sent o to watch or preuspiat. I chose not to and the other kids did but the other two took a chanch of hilmiatoin (humiliation). I wasn't in it and I was still hilmiatolined (humiliated)! I bent over my desk and asked how to spell 'home' to a girl. She giggled and whispered to her friend. In five minutes every one was laughing.

STAYING BACK

At the end of the year my prants and the school started discugs me staying back. I was upset—for that week I slammed my elbows into the walls. I decided I'd enjoy the summer and take it as it was. Summer went fast I guess it does whe you have to go back to a horrible realate (reality). It was the same. I got the other teacher from the other room. Finally she came we all got in the room it was pratically the same room as last year. I was in most of the same classes. At stroy time that year I watch my old friends playing at recess. The teachers had the same attiuded trods me that year. "Back to prison", I tought. That year I played sick alot!

I was still in ——— book 3, 4 or 5 I can't tell they all look alike. By then I was reading storyies such as:

THE TUG
THE KID
THE FAT CAT

And more stipied stories. They were two or three pages long.

Every year we hd a dumb test were you darkened ovellies (ovals). I neaver found out my grade. At the end of the year we had a stiupied reward saromey. I didn't get a thing exspsliv in reading.

THIRD GRADE

We were in a new room for the resource room. I had to do book reports. I had to get them at the public librie and they were on tape. I menerised the books. I got a D– on a write test in hhome room and did it odally at the resource room and pasted. That year I get into so marly fights on my street because I was in the resource room. on the bus word fights and off the bus fisted fights. A kid always tried getting me in troble.

I had to read a book at the resource room in another conor. The book was to hard and I told the teacher but she yelled "do it". I got mad thre it down and looked at a children's book. 15 minanuts later the teacher founs out I was reading another book and she started screaming at me. We had to read these dumd books but I wasted time at the pencil sharper or in the bath room for the rest of the year. I didn't read a sigle page and the teachers didn't care. At the end of the year my mom had thoughts of swiching schools. The fighting was clearing and I didn't need to fight at a new school but mom found out I was dislexic and her mind was made up!

CURTIS BLAKE SCHOOL

I remeber the first day I went I got a slim jim at a dairy mart. When I got in there was 15 year old kids about 6 feet. There was two kids that came to welcome me. They were very nice. Then some kids asked if I wanted to eat with them. That week was hard, new kids, new rooms, and new words. I think I wouldn't be on young adult books in my old school now. The first day was reading a mistary witch I could under stand. When I asked a teacher what a word read they would say it in a calm voice and not yell at me. I was never made fun of because the kids went though the same as I did. The older kids even liked me. By the end of the month, I kind of liked reading. Every class was fun. I got to write on a computer and that was fun.

What I liked best was you swicth rooms and I was never shoved in a conor and forced to read a book. I had to do book reports and I didn't have a tape to liston to. I could read! At home I didn't get in to many fight but there was still a few. Soon the fights and reputationn cleared. I read books with words like: 'poacher,' 'forest,' 'trapped,' and I could under stand them! I was getting better on spelling, Math. Soacal sudies, and Sience. This year I read books written by S. E. Hinton, Betsy Beyer and I enjoy reading and writing a lot.

I still know there's kids out there who do not know what there problem is, wounding if their dumb. I know what there going thogh. I was there. What I hope is there seeking help and seced (succeed). But what I hate most of what happened in my like was the dam school knew I was dislexic and lied.

I would just like to add I'll support any kid to read if he went through what I went through.

Editor's Note: *Jason has dedicated his article to, "Mon, Dad and the Curtis Blake School."*

Jason will always be dyslexic—but he has learned to compensate for his diffficulties. He likes school, is adept with a word processor and loves to write. Soon he will have to move on to Junior High School—one speculates with some trepidation what new challenges he will face. In an understanding and supportive environment he will flourish academically and socially and become a valuable and contributing member of society. He has the intelligence and fortitude to surmount his difficulties and we can only hope that he will find the support he needs. It is indeed a chilling thought that there are thousands of Jasons who are "deslexic and lied about."

Editor's Note: *Commentary at the beginning and end of the article are by Brian Cleary Ed.D., Director, the Curtis Blake Center, Springfield, MA.*

LEARNING DISABILITIES ARE NOTHING NEW...

CLAIRE YAFFA

UNDERSTANDING THEM, IS.

Compliments of Chris-Craft, Inc.

LEARNING DISABLED ADOLESCENTS AND MOTIVATION

by Anthony K. Van Reusen

One of the prominent characteristics of many secondary students with learning disabilities is their lack of motivation toward school and the improvement of school related skills. Research indicates that these students, particularly those who have experienced chronic academic failure, frequently develop negative beliefs and behaviors in varying degrees that interfere with optimal learning.

In the classroom, some of these students may demonstrate a pattern of behavior that Seligman (1975) referred to as 'learned helplessness.' This pattern of behavior is characterized by low expectations for success, an insufficient amount of time and effort spent persisting on tasks, and the belief that failures are caused by personal deficiencies and successes are due to external events beyond the student's control.

Others may passively participate in learning activities and be very dependent on teachers, parents, and peers for direction, goal-setting, feedback and reinforcement. Still others may deliberately choose not to learn or complete any assignments (seat-work or homework) even when the assigned work is on the appropriate level.

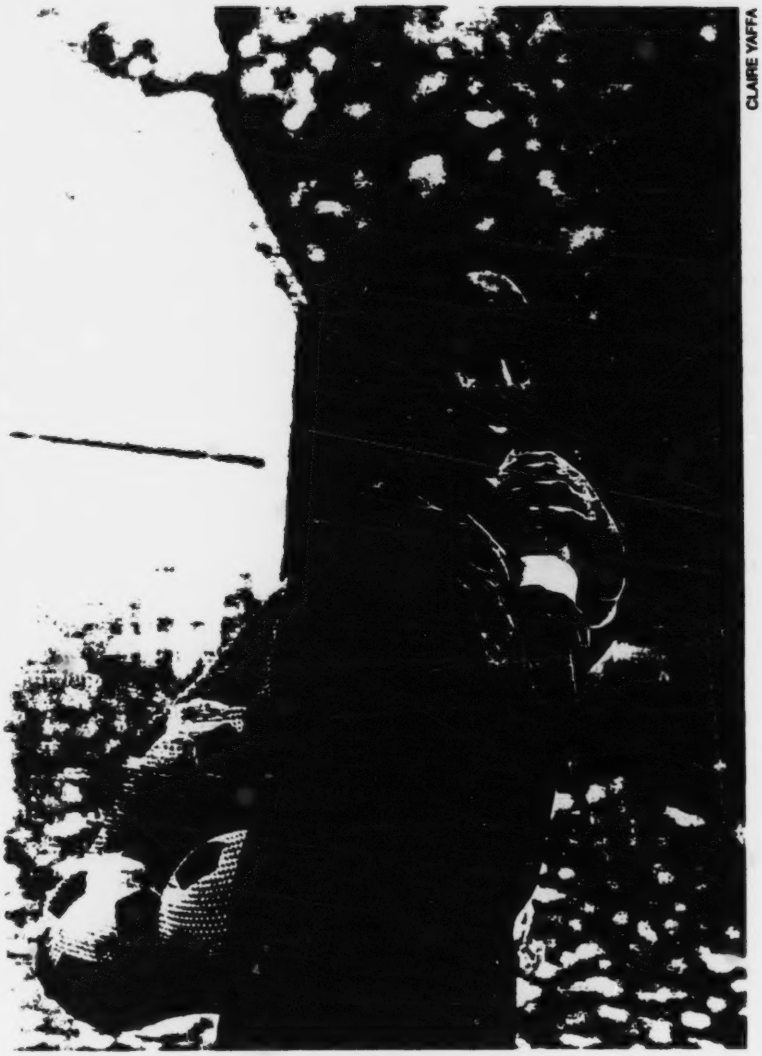
These problematic motivational characteristics (i.e., negative beliefs, learned helplessness, and avoidance behaviors) about learning and school can be carried into adulthood with serious effects. For example, in too many instances adolescents with learning disabilities drop-out or leave school without having realistic plans or goals for additional training or schooling.

Regrettably, many are unprepared for the responsibilities of adult life, including personal and professional relationships, employment, and full participation in their communities. Capable learners, on the other hand, have been found to perceive their success and failure in school as the result of controllable factors such as the degree to which they set goals and apply learned skills. These students direct and monitor their behavior, put forth time and effort to complete tasks, and evaluate their performance toward the attainment of goals.

EXTRINSIC AND INTRINSIC MOTIVATION

In responding to the negative motivational characteristics of adolescents with learning disabilities, much of the emphasis on student motivation in schools has been directed to changing or manipulating factors within the learning context, outside the student's control (extrinsic motivation). For instance, many educators and parents use behavior management programs that focus on the use of positive (external) reinforcement systems. These systems usually involve procedures such as token economies or point systems that are used to increase the student's time on task, assignment completion, decrease disruptive behavior and improve academic performance. Using these procedures, students earn tokens or points for exhibiting appropriate behaviors or completing tasks. The tokens or points are then exchanged for privileges at home or at school.

Unfortunately, while such behavior management programs have been found to be effective for eliciting desired behaviors, they also have several limitations and have been criticized for a number of reasons. First, a heavy reliance on rewards can increase student dependence on external reinforcement (the student may only be willing to put forth effort or complete tasks if a reward is provided). Second, some research indicates that external reinforcement programs cannot be faded without simultaneously decreasing student performance. Third, the long-term effects of external reinforcement programs on student achievement are unknown. And fourth, the use of such procedures may actually interfere with facilitating



CLAIRE YAFFA

student intrinsic motivation for acquiring skills and knowledge (the student becomes more interested in the reward than in understanding the nature of a task and in performing the skills to successfully complete the task), which can undermine the development and maintenance of independent learning performance.

Intrinsic motivation, according to Deci and Ryan (1985) and Mook (1987), is thought to be based in the individual's need to be self-determining and competent. When applied to the motivational characteristics of adolescents with learning disabilities, the construct of intrinsic motivation suggests that if programs for this population are to be effective, these individuals will need to be taught to explore their beliefs about the causes of their success or failure in school.

Additionally, it would appear essential that these students play a key role in determining their learning needs and planning their education programs. Thus, efforts to address the intrinsic motivation of these students may need to be directed toward using procedures and strategies in conjunction with behavior management programs which empower students to make active decisions during all phases of the teaching and learning process. Specifically, adolescents with learning disabilities need to have a major voice in decision making regarding their educational needs and goals and also be actively involved in making choices during instruction. In this way the instructional process is driven by student goals, not teacher goals.

Currently, a variety of educational planning conferences occur routinely in learning disabilities and other special education programs. These conferences can be used to intrinsically empower students by giving them opportunities to make decisions concerning their education and plan their futures. These conferences include the Individualized Education Program (IEP) planning conference, the Individualized Vocational Education Program (IVEP) planning conference, the Individualized Transition Program (ITP) planning conference, and the informal conference (parent or student) to name a few. However, research has shown that students with learning disabilities, among other handicapped students, are not being given that opportunity to participate in these conferences.

BARRIERS TO STUDENT PARTICIPATION IN EDUCATION PLANNING

There appear to be several reasons for this. First, many parents are not aware that students can attend educational planning conferences, i.e., IEP, IVEP, and ITP conferences. Second, when students are invited to attend planning conferences, many choose not to attend because they often don't know what to say. When questioned about the purpose of a planning conference, students report that they feel it is to have their parents and teachers discuss their problems, or tell them how badly they're doing in school. Third, some educators and administrators actively discourage educational decision making by students and parents, based on the belief that such decision making should fall entirely within the educator's domain. While it might not be appropriate for all students to be involved in educational planning and decision making, many have the capacity to participate if properly instructed. A student's ability to communicate rationally becomes an important factor to consider when deciding on the appropriateness of involvement.

What we need to realize as educators and parents is that if we exclude or limit a student's participation in decision making related to the student's educational needs and the daily instruction, we may be undermining our efforts and the student's intrinsic motivation to learn and achieve in school. The student's motivation to learn may be compromised because the student, the person for whom the education program is developed, is not directly involved in determining his or her own learning needs and goals, or in the evaluation of progress.

As many secondary students with learning disabilities are reported to develop negative beliefs and perceptions about their learning capabilities, excluding them from the education planning process, particularly the IEP and other related conferences, may further increase their beliefs that they have little choice, control or responsibility for learning or success in and out of school. In short, the IEP, IVEP, and ITP planning processes may need to be reconceptualized beyond annual meetings to develop and document the student's special education program. Perhaps a more profitable approach would be to view educational planning with secondary level learning disabled students as an ongoing interactive process and opportunity to enhance student motivation, interest, and responsibility for learning and success in school. Thus, one way to facilitate the learning disabled adolescents' intrinsic motivation toward learning is by involving these students in the identification of their learning needs and in planning their own educational programs.

THE EDUCATION PLANNING STRATEGY

In an effort to promote active student decision making and participation in education planning conferences, my colleagues and I have focused our attention to the development of strategies designed to enhance student motivation for learning. We have defined motivation strategies as processes which students can acquire and use to increase their interest in, and effort at, learning to gain greater control over their own lives. These strategies concentrate on assisting students in the identification of their learning strengths, areas in need of improvement, goal setting and goal regulation. **The Education Planning Strategy** (Van Reusen, Bos, Schumaker & Deshler, 1987) is one research-based motivation strategy we have made available. The strategy is designed to motivate, inform and prepare students to participate in a variety of educational planning conferences. The strategy is also helpful for parents who are expected to participate in the planning process. The purpose of the strategy is to provide students as well as parents with the skills and knowledge they need to participate actively in any educational planning conference, including IEPS, ITPS, IVEPS, and rehabilitation planning conferences.

The strategy can be taught to students in upper elementary and secondary grades as well as students in post-secondary settings. It can be taught to an individual student or be used with small or large groups, usually of three to ten students and/or parents. The total time needed for the instruction, including practice in simulated conference, is about four to six one-hour sessions depending on the group. The steps of the strategy have been designed to provide students and parents with a method for preparing for a planning conference and with techniques for communicating effectively during a conference. The strategy has been taught by teachers and parents.

STRATEGY STEPS

The strategy is composed of five major steps.

- The first step is the ***Inventory*** step. This provides the student an opportunity to list his or her perceived strengths, areas that need improvement, goals and choices for learning. The information is listed on an Inventory sheet, which the student can take to a conference. The student uses the remaining steps of the strategy for communicating during the conference.

- The second step, ***Provide Your Inventory Information***, focuses on knowing how and when to provide information during a conference.
- The third step, ***Listen and Respond***, includes procedures for effectively listening and knowing how and when to respond to statements and questions made by other individuals at the conference.
- The fourth step, ***Ask Questions***, enables the student to know how and when to ask questions.
- The fifth and final step, ***Name Your Goals***, requires the student to name the goals that were agreed upon before the end of the conference.

The acronym **"I PLAN"** is used to help students remember the five steps of the strategy and serves to cue the student to use each of the five steps.

Parents who have used this strategy with their children, particularly those children who have entered special education, report it to be very helpful. Similarly, parents of secondary students with learning disabilities have reported marked positive changes in their adolescent's willingness to participate in planning conferences. Teachers have indicated that the use of the strategy by students and parents has made education planning conferences more positive and productive. It assists students in determining the skills they want to learn or improve which in turn facilitates student willingness to learn and acquire skills.

Research on the effectiveness of the Education Planning strategy indicates that when it is taught according to the procedures in the teaching manual, the number and types of conference contributions provided by students are significantly increased. Additionally, more of the goals that students identify are found in the conference documents. The teaching manual describes in explicit detail how to teach the strategy and includes practice simulations. The manual also provides a list of questions that can be used to facilitate effective student communication during a conference.

In sum, if the goal of intervention programs for secondary students with learning disabilities is to help these individuals cope with learning problems and foster learning independence, it is crucial that the importance of intrinsic motivation not be overlooked. One critical factor needed to facilitate motivation for learning is for students to believe that they hold the power and control over decisions related to their success in school and their future goals. By empowering students with this belief, and providing them with on-going opportunities to participate in planning and evaluating their education programs, teachers and parents can involve students more closely in the learning process, and enhance their commitment and motivation to change their behavior.

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Editor's Note: *Anthony Van Reusen, Ph.D., is on the faculty of The University of Texas at San Antonio.*

Information on how to obtain a copy of the manual can be found by contacting Edge Enterprise Inc., PO Box 1304, Lawrence, Kansas.

If you would like to write for *Their World 1994* please note the following procedures:

- Articles should be up to 1500 words.
- They should be submitted in triplicate.
- They should include appropriate subheadings.
- They should be typed and double spaced.
- They may be on any aspect of learning disabilities.
- Charts, if used, must be incorporated in the text.
- They should be sent by July 30, 1993 to:

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SCHOOL LIVES–SOCIAL LIVES: A SCHOOL COUNSELOR SPEAKS

by Mark Rappaport

Working for the New York City public schools can be quite a challenge. Conditions are by no means ideal. During the past four years as a counselor I have attempted to provide support, nurturance and encouragement to elementary school age learning disabled and emotionally handicapped children. No small undertaking in this day and age.

Located in the Bushwick section of Brooklyn, a primarily Hispanic-American and African-American, low-income neighborhood, the school district in which I work contains a high percentage of children who have been placed in special classes. There are many children who struggle with the primary learning skills so essential to successful development during the years of middle childhood.

The social expectations with which they are confronted in some ways shape perceptions of the world around them. Their lives are molded by the experiences that are a basis for questions and uncertainties, along with corresponding capabilities enabling them to reason and remember, imagine and dream about life's problems and their resolutions.

When children are stifled in their efforts to aspire and accomplish the developmental undertakings "appropriate" to their age group, the result may be a heightened sense of failure and disappointment. The likelihood of children experiencing dissatisfaction with themselves, and with others, will increase when they discover that they are unable to meet standards of approval placed upon them by important others in their lives.

MANY CIRCUMSTANCES AFFECT THE SUCCESS OF CHILDREN WITH LD

When children are told that they are unable to acquire, process, retain and/or utilize intellectual skills and tasks relevant to 'normal' development (cognitive functions such as math, reasoning, reading, writing, listening, speaking and remembering) they may respond in ways that reflect limits in self-esteem and the formation of positive self-concepts. Feelings of inferiority may result and serve as a cause for further failure. Eventually, anger and frustration may occur.

In my experience students will often react to social circumstances in ways that may appear to be inaccurately conceived and a cause for limitations to further development. Their actions may reflect disorganized thinking and can produce consequences that hinder their efforts to relate on equal terms, both with their peers and with grown ups at home and in school.

Parents may not understand the motives for their children's actions and behaviors. Teachers may be confused by their students' impulsivity and need for attention and approval. Oftentimes, during the first few years of elementary school their learning difficulties may go undetected (although early identification is becoming more common). These children may appear to be exasperated by the required tasks of the daily school regimens. Depending upon the degree to which learning problems impinge upon their abilities to accomplish assignments and follow instructions, learning disabled children may feel stymied by the demands placed upon them by curriculum, instructors, administrators, and other school personnel.

The children that I have worked with may behave in ways that reflect signs of memory impairment, shortened attention span with concurrent limits in reasoning and judgement, that in turn make the possibility for effective social exchange less likely. They have grown argumentative and confrontive at times during the school day for no apparent reason. They have ended up in conflicts over the least little thing (i.e., who gets to sharpen their pencil, who gets on line first, who gains the attention of the teacher, who controls the flow of activity and conversation during lunch time).

PHASES IN THE ACTUALIZING PROCESS

Several of my 5th and 6th grade male counselees, while unable to identify and articulate their disappointment with schooling, recently expressed signs of frustration by taking pencils over their thighs and breaking them in martial arts-like fashion. They, in this way, were able to show off their physical prowess and at the same time share the feelings of futility they have held for the educational imperatives placed upon them as defined by school personnel. Interestingly, these acts of anger and aggression took place primarily during the span of a few weeks during winter time and apparently became only a phase in their actualizing process; an attempt on the part of young men to come to terms with their own place in the school's social hierarchy.

Towards the onset of spring these young men began spending more time listening to music, drawing cartoons and working with clay. Although still quite defiant, they appear to have made a transition towards some level of acceptance and a greater tolerance for the frustrations that are built into the school's social, educational and intellectual life.

CLAIRE YAFFA

A group of 4th and 5th grade girls I am currently meeting with have grappled all year long in my office with tensions that in some ways stem from their struggles with school 'vernacular,' the rudiments of the educational curriculum which have become stumbling blocks to their development. Constrained as well by social circumstances beyond their control, they battle, argue and complain about their personal life, upsets with the school, their teacher, other students in class and myself as well. Cynical at an early age, one child in particular, whose learning efforts are often unsuccessful, seems compelled to poke fun and negate the efforts of others in the group, including myself.

For the past several weeks they have chosen to simulate counselling sessions with one child pretending to be counselor (using my desk as a prop) and the other children presenting stories that they have conjured up as a way to address personal concerns often having to do with boy-girl relationships. Although loud and verbose, they have made some progress as I have tried to interject and provide them with guidelines, questions and structure that may facilitate the development of counselling-related skills.

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Insistent on having the freedom to decide for themselves, nonetheless, they have been able to engage in the process of self-reflection that will provide them with an opportunity to consider new solutions to predictable problems of social living.

Through the year with the use of games to develop logical thinking, problem-solving and reasoning skills, I have seen the learning disabled and emotionally handicapped children I have worked with move from a place of imbalance in their lives, with their clinging to, and grasping for, psychological territory and competition for extrinsic approval, to a growing sense of balance and acceptance, tolerance for others and self-satisfaction. In no way is this work near completion. However, amid periods of regression and instability there have been signs of personal growth and awareness, understanding and positive change.

COUNSELING BECOMES A LIFE SAVER

Counselling has grown to be a coveted experience for many of the learning disabled children with whom I work. Many of these children request additional time. It serves as a good change of pace from the rigidities of classroom routines. With the use of drawing to foster creativity, block building to structure spatial awareness and design skills, the use of clay to activate kinesthetic and psychomotor reflexes, and puppet work to resolve social conflicts at home and in school, counselling time provides a vehicle for the spawning of conscious activity during the confusions of childhood. With the help of taped music and stories, reading and bibliotherapy, simulated and spontaneous role plays, open discussion, guided imagery and free play, I have observed children as they engage in behaviors that run the full spectrum of developmental possibilities.

As mentioned earlier, home life may be disrupted by a child's struggle with learning disabilities. As in school, a child who experiences difficulties in the acquisition, processing and accessing of information will be confronted with pressures and uncertainties unknown to children whose same abilities range around the "norm".

Learning disabled children may go unidentified early on in their lives. Members of their family may misinterpret the things they do and say. These children may struggle with language barriers that make it difficult to connect with significant others in their lives. Parents may grow impatient with them due to unmet expectations based on judgements they make when comparing one child to the next.

A mother may be unaccepting of her son's school failure, perhaps comparing him with an older or younger more successful sibling. A father may overprotect his child to compensate for memories of his own school-related difficulties. These children may grow depressed and act out the tantrums of early childhood in a recurring pattern.

One student whom I have worked with, although identified as being emotionally handicapped, has exhibited delays in reading and writing abilities. He has grown competitive with his older brother, also a special education student, but one who has begun to excel in sports activities. According to the mother, he had begun to stay out late into the evening without permission, on occasion. This might suggest an assertion for power and self-validation, perhaps in some ways directly related to his "handicapping condition", feelings of inability and his difficulties adhering to required academic "norms".

As a counselor I have been challenged by the conflicts that arise when children develop in ways that make it difficult for them to ascribe to the common social boundaries, norms and expectations placed upon them by school, home and society-at-large. There is no one reason for the problems that surface either early on in childhood prior to schooling or while entering into and during the years of elementary school training and middle childhood.

SOCIAL CONFLICTS AND CONSTRAINTS BECOME INTERTWINED WITH THE LEARNING PROCESS

Learning disabilities as a field of investigation has not yet been fully defined. One can guess that a combination of factors, including home life difficulties, cultural differences, environmental hazards, nutritional deficiencies, neurological imbalances, substance abuse and even allergies, may be causes for learning difficulties. While federal regulations may not acknowledge these potential causes in their guidlelines defining parameters for learning disabilities per se, based on a review of literature in the field, it would seem likely that while not necessarily causal for classically defined learning disabilities, these factors may serve as impediments to healthy and "normal" learning and development. Social conflicts and constraints that may result are understandably intertwined with the learning problems that may thereby occur during childhood.

While working with learning disabled and emotionally handicapped children in the low-income Bushwick community for the past few years, I have seen them struggle to overcome the obstacles of living and witnessed their confusion when faced with concepts, ideas and beliefs that are at times beyond the veils of their horizons. I have watched them catapult through phases of aggression, frustration and despair towards new friendships and understandings that will enable them to progress along their paths of growth.

CHILDREN RESPOND WELL TO CHALLENGES

Satisfaction and success are no simple matter when a child is confronted time and again with the possibility and harsh realities of school-related failure. Nonetheless, the children I have worked with, by-and-large, have proven to be sturdy and able to contend with the challenges placed upon them. Whether these challenges be a result of state department of education rules, regulations and requirements, or the social expectations serving as underpinnings for familial and peer relations, the children I have worked with have grown to tolerate ambiguity, inequity and discomfort. Faced with the hazards of harsh environmental, social and psychological urban living conditions they struggle with their own incongruities yet show themselves to be resilient and determined to establish their own sense of identity with their own sense of integrity.

While social, emotional and intellectual barriers arise as a result of learning problems children may experience early in their lives, my experience in working with special education students would suggest that they are equipped with the necessary abilities that will help foster their efforts to overcome obstacles and cultivate happiness and competencies as they travel through life's progressions from one stage of development to the next.

Editor's Note: *Mark Rappaport, M. Ed. is on the counseling staff of a public school in Queens, New York.*

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DYSLEXIA, DRAMA AND DAVID DEAN

by Sally Grimes

It is not often that a person with dyslexia writes plays about being dyslexic that are then performed by students with dyslexia. That is, unless that person is David Dean, head of Landmark School's Drama Department. Landmark, located on Boston's North Shore, is a residential and day school for students with dyslexia/learning disabilities. David's love of acting has motivated him to overcome many obstacles from his elementary grades to his undergraduate years at Ithaca College. David recalls having trouble memorizing his three lines in a first grade play, 'Three Billy Goats Gruff'. His teacher told him he would never be an actor. Since that time, David has not only acted in, but he has also written and directed numerous plays.

In second grade David was diagnosed with dyslexia in the Portland, Maine Public Schools and received help for his reading and spelling problems in the resource room until high school. David describes himself during those years as "the chubby little kid who was the stupidest kid in class". He felt isolated with only a handful of friends. He remembers that spelling tests felt "like being put on a torture rack," and he can still almost feel the anxiety, panic and sweat. He survived by cheating, though he says it always felt wrong. When he got an 80%, he deserved a 40%, but he would avoid the retest and avoid 'being yelled at' that way. His other 'coping mechanism' was daydreaming. He pretended that school was a movie or a game. He would just 'tune out' and escape into one fantasy or another. This was commonplace for David throughout his schooling and probably marked the beginning of his dramatic career. Chorus was the only part of school that was enjoyable. Though he lacked confidence even there, he looked forward to chorus all week.

READING PLAYS HELPED HIM TO BREAK THROUGH THE READING BARRIER

When David was a junior in high school, he broke through the reading barrier by discovering on his own that reading plays was easier than reading other forms of writing. He had picked up play reading while looking for a monologue to use in an audition for a school play. David remembers that for the first time he felt motivated to read. A script did not overwhelm him like a book since its very structure in terms of dialogue, length, and format lent itself to easier reading. It was easier, he says, to notice the plot, characters, and setting. There simply was not as much script to plow through. David reports that, to this day, he reads very few novels or biographies. The bulk of his reading consists of short stories, articles, acting theory books and, of course, plays.

David is quick to point out that he could not have made it through elementary and junior high school without the support and intervention of his parents, and that, throughout his life, friends and family have played important roles in his development. His mother helped him study for tests and rewrite essays; his father awakened his intellectual side by encouraging David's questions, ideas and theories without ever judging them. His parents also became their son's advocate in the public school system. David recalls how hard his father fought to maintain the remedial services David was receiving in junior high when school officials thought the services should be terminated because, in their views, David was no longer dyslexic.

During high school when his parents divorced, David found additional support from his brothers and a close group of friends whom he still sees. When discussing this part of his life in the interview, David stresses the importance of accepting help from others. "One thing that I value and encourage my students to value is this support. Life is too confusing to go it alone."

COLLEGE EXPERIENCES

After high school graduation, David wanted very badly to expand his interest in acting. He decided to study drama at Ithaca

College where he later received a Bachelor of Fine Arts degree with an emphasis on acting. For the most part, David hid his dyslexia at college. He thinks this was due to his being self-conscious and to just wanting to 'make it' on his own... without help. When asked in our interview if any teacher had suggested he seek help, he replied that one teacher referred him to a student-run writing clinic, but at that time, intervention at the college level was in its earliest stages, and this turned out to be of little benefit.

David attributes his 'survival' in college to a very good friend, Matthew Kemp, who tutored David all four years without charge. Whenever David had a paper due, Matthew would type as David dictated. The tutor would stop at times and ask, "Is that what you really mean? Can you say that another way? Does that sound right?" Being a true educator he 'drew out' David's inner thoughts and helped him organize them. When David had to fend for himself, such as when he had to take notes, write essays, or take tests in class, the quality of his work was diminished due to poor skill development. He was unable to demonstrate his understanding of the concepts and his good thinking skills. Thus he did poorly and was often reprimanded.

Once, when he did admit to being dyslexic, the teacher said, "So what? Twenty percent of theater people are dyslexic! This is college and you have to start spelling better." One coping technique to which David would resort was messy writing so his errors would be hidden. He was often tempted to cheat as he had done when he was younger, but he never did—he simply fought harder. He felt the situation to be something like a war and he pledged he would win because he wanted his theater degree so badly.

DAVID AND DRAMA COME TO LANDMARK

Soon after college David started working at the Renaissance Theater in Boston and, in order to supplement his income, became a substitute teacher at Landmark. He began to tutor students on a one-to-one basis and discovered that he could best reach these students by using his craft. He organized a film class. At first, only those who had acting experience were interested, but others soon joined. Later other classes were added and after several years a full-fledged Drama Department emerged with David at the helm.

The Landmark Stage Company has now produced ten plays, two of which were written by David and his colleagues Tripp Robbins and Don Ciavola. *The View from the Back of the Class* features scenes from the lives of a variety of Landmark students. *The Deal* is a more focused study of a single student with dyslexia. A third original production is now in process. David has grown from an insecure, academically impoverished first grader to a leader in the area of employing drama as a teaching tool for dyslexics. His love of acting, his belief in an idea, and his sensitivity to the problems his students bring to his program have come together in a special way.

From the very beginning stages of David's work with Landmark students, he could easily recognize the nuances of working with students with dyslexia because of his own history. For example, such students might have difficulty inferring a hidden meaning or comprehending the subtleties of a scene. Their difficulties reading facial expressions and body language may impede their performance. The reading level of the script may be too high. For others, memorizing or following stage directions may be difficult. The social and emotional issues of inadequacy and self-consciousness that students with learning disabilities often have tend to be exacerbated when they have to perform.

Because of all these considerations, the performance of David's students at Landmark may vary from day to day. For example, one misinterpreted word can affect an entire scene. Soon after David began working with the Landmark students it became evident that there was a need for actual one-to-one assistance in focusing on the decoding and comprehension skills that are required for a particular role.

Since the hallmark of Landmark School's academic program is daily one-to-one tutorials for all students, it was natural to incorporate script preparation into tutorials. In addition, David tutors the actors, and by so doing he learns their needs, learning styles, and abilities. Certain breakdowns that show up only under the scrutiny of a tutorial can then be attacked. In this way, the student's performance both in reading and in drama improves.

What is not so easy to remediate are the memory deficits that plague some students with learning disabilities. David sees students who have no difficulty memorizing their lines (probably low-level readers who have survived by memorizing) and others who remember the flavor of the scene and resort to improvisation since they have enormous difficulty remembering their lines. With these students, it takes team work, very specific cueing, listening to tapes, and enormous effort on the part of the students.

Just as some students with learning disabilities find improvisation their coping mechanism, others find it their Achilles' heel. These are typically students with special weaknesses in expressive language tasks who, David says, tend to hide in the corner when it is time to practice improvisation. Speaking fluently without confusing parts of words or sentences, pronouncing words correctly, and formulating language take extra effort under ordinary circumstances for these students. When faced with an improvisation task which involves creativity, problem solving, thinking on one's feet, and performing in front of others, it can be a daunting challenge for students with expressive language disorders. The way David deals with such students is by focusing on only one task at a time and by practicing with very concrete topics. Since information processing is often slower with these students, much more time and patience are required as well.

YEARS OF FAILURE TAKE THEIR TOLL ON LD STUDENTS

Beyond script preparation, David discovered that the students needed considerable work in building confidence, group cohesiveness, trust, and social skills. Years of failure often take their toll on students with learning disabilities. David pointed out that by spending time working in this realm, the students grow socially and emotionally as well as dramatically. A successful performance then becomes the result which enhances self esteem. For students who have not been positively recognized for much in their lives, there is nothing like the crowd's applause to make them feel that perhaps they are not failures after all.

CLAIRE YAFFA

One final aspect of theater that requires some extra thought when working with students who have dyslexia is that of casting. David emphasizes the importance of casting students so they can maximize their potential. In this way David and the other teachers in the Drama Department complement other aspects of the students' programs at Landmark, working with other subject matter teachers as part of a team approach to meet each student's unique set of needs. Just as in a math class or a tutorial, it is important that a student be assigned tasks that are challenging yet not overwhelming.

DAVID HAS MADE A DIFFERENCE

David's efforts have made profound differences in the lives of many students involved in the

Landmark Stage Company. For some, it has been the first time they have been part of a group that was doing something important. Others found a more appropriate outlet for their comedic talent (rather than being class clown!). Still others have discovered a technical ability in lighting or sound production that had not been previously tapped.

Whether musical abilities, an appreciation of theater, or acting skills are nourished, it is evident that all of David's students are growing in self confidence, self esteem, social skills, and team playing. The future holds great promise for students at Landmark who can benefit from this singular means of expression. David feels fortunate, as well, to have been able to take a vision and turn it into reality. Now that this vision, the Landmark Stage Company, is firmly rooted, David has been able to branch out and resume acting while remaining at Landmark. He is part of A.P.E. Productions, an experimental theater company in Massachusetts, and Wharf Rat Productions, a small professional theater company in Salem whose productions, while being benefits for human service organizations, provide new opportunities for Landmark drama students as well.

The first grade teacher who told David that he would never be an actor would probably be quite surprised and happy to see how far he has come. With dedication and hard work, he has overcome the roadblocks of his own dyslexia and is enabling others to do so with theirs.

Editors Note: *Sally Grimes Ed.M. has worked as Admissions Director, teacher, and a member of the Outreach Program and Marketing Department at Landmark School, Prides Crossing, MA.*

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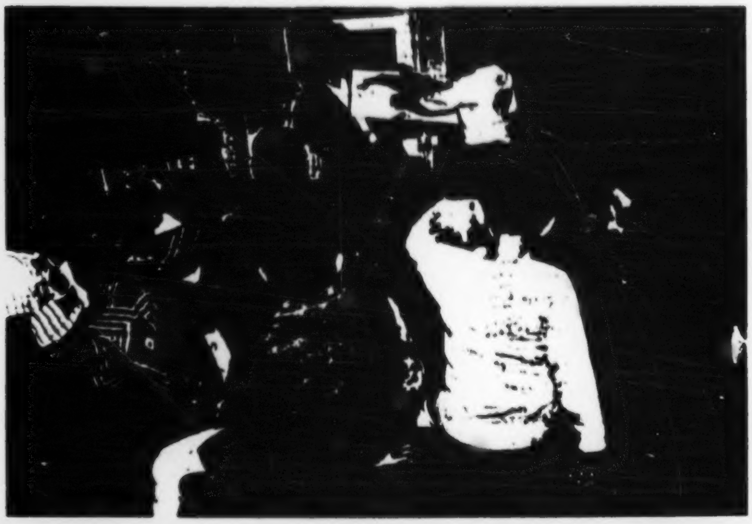
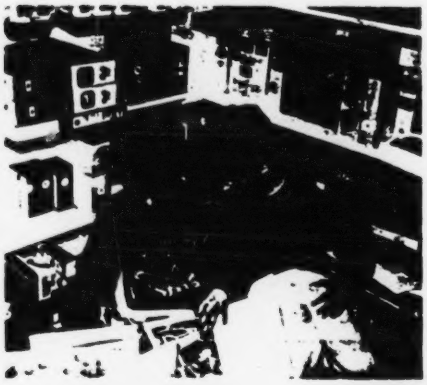
Best Wishes to NCLD

CREATIVE ENVIRONMENTS FOR STUDENTS WITH LEARNING DISABILITIES





PHOTOS BY CLAIRE YAFFA

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A THEATRICAL APPROACH IN EAST HARLEM

by Brian Stansifer

PROLOGUE

Throughout the ages, the theater has served as an important source of entertainment, education and inspiration. The very best drama takes us on a brief escape from our ordinary lives and returns us with the realization that we all have an extraordinary potential for growth and change. The theater offers us a temporary reality through which we can discover ourselves and our dreams anew.

Real life drama is nothing new to an East Harlem, New York teenager. The influence of peer pressure mixed with the realities of drugs, AIDS, abuse, and poverty can be devastating. Searching for one's identity within such an environment is not an easy task. Add to these problems, the stigma of being classified "Learning Disabled" and a teenager may not see any positive future ahead.

However, for a class of such adolescents with learning disabilities in East Harlem's Junior High School 117 the theater is having a dramatic effect, serving students as a hopeful source of education and inspiration which affords them not only the opportunity to dream but the self confidence to achieve.

ACT I

After a weekend of freedom, it's Monday morning back in the dreary classroom. As usual, however, the week gets off to an interesting start with the anticipated arrival of two professional actors. Desks are pushed aside and chairs placed in a circle. Though the fidgety students nearly bounce off the walls, gradually they are pulled into the activities of the group and focus on the scene being improvised by fellow classmates.

"You come home and tell me you got kicked out of school one more time and I'm going to whip your butt good." The student wrinkles his forehead pointing a stern finger at his 'daughter.'

"But Dad..."

"Shut up. I don't wanna hear no more."

At this point the actor stops the improvisation performed by the students. He praises them for their good work before offering direction.

"How many times has your 'daughter' been sent home from school?" asks the actor.

"Lots. She's bad."

"Oh. Have you ever asked her if there is any reason WHY she has been sent home lots?" the actor persists.

"No."

"Maybe you ought to find out if there's a problem at school."

After these suggestions the students are asked to resume the scene.

"So why did you get kicked out again?"

"I don't know."

"You don't know? The teacher didn't tell you?"

The 'daughter' plays with her hair, silent, not looking at her 'father'.

"Is there something wrong? Something you want to talk about?"

"No."

The actor leading the group intervenes.

"That's good. But does she feel she can open up to you? Trust you?"

The students continue.

"I'm your father but you can talk to me. Really."

"This girl called me stupid so I hit her. That's why I got kicked out."

"Don't listen to her. What does she know? You're a good kid."

"I'm sorry Dad."

"It's okay. But next time somebody calls you a name, don't hit them. It's hard but you can talk it out."

"Thanks Dad. I'm glad I can talk to you."

"Anytime."

As the students enact improvisational scenes of class suggested themes and conflicts, they are gently guided toward positive solutions and alternative resolutions. The students observing the scenes begin to see how patterns of abuse, punishment, and violent behavior can be replaced with sympathetic or empathetic attitudes and action.

The theater workshop provides students opportunities to experience and learn appropriate social behavior. While acting, students must stay within the boundaries of the character and the circumstances of the scene. Once they go beyond these limits, the director pulls them back into the reality of the scene. Students begin to understand that every situation requires an adjustment in action and behavior. Once the students feel comfortable with this concept, they begin to direct each other with responses such as, "I don't think she would say that," or "I don't think he would do that."

CLAIRE YAFFA

INTERMISSION

The actors leading these workshops are members of Creative Alternatives of New York, an organization formed by actors who felt that theater techniques could be effective tools for working with the severely mentally ill. Over the past 20 years, as the methodology developed, the organization has grown to serve a wide variety of special populations.

With students with learning disabilities, the theater workshop serves as a creative and fun outlet for personal expression and growth. There is no sense of right or wrong; correct or incorrect answers. Energies find focus and direction. While the emphasis is not on teaching acting, students often tap into inspiration and discover amazing things in themselves and their classmates.

An environment allowing only opportunities to succeed is extremely important for students with histories of failure. Students often frustrated in the conventional classroom are free to be spontaneous and creative. Within the safety of a non-judgmental, 'disability free' setting, students find the courage to take new, challenging risks. As they gain an increased sense of self and a new view of their own capabilities, they begin to approach their lives with a more positive attitude.

Classroom teacher Mimi McDermott states, "From a group of scared, suspicious, self-conscious adolescents, the actors were able to bring out confidence and a willingness to trust and take risks. No small feat!"

ACT II

The Creative Alternatives session lasts one hour each week. As a prelude to scene enactment, the team of two actors leads the class through a series of physical and vocal warmups, followed by a 'passing' during which members of the group share something of themselves.

"I want you to look to the person in the circle on your left and give them a gift. Think about something that you would like to give them. A special gift. Something that doesn't cost any money because it's so priceless. Let's start with Jose. You turn to Maria and give her your special gift."

The boys in the class laugh.

The actress lets them have their chuckle and turns back to Jose.

"Seriously, Jose. What do you think Maria might like?"

"I don't know." Jose shyly replies.

"There must be something you can think of."

Jose finds the nerve to begin.

"Maria ... I uh ...-I'd like to give you ... uh ..."

"Look at her. Tell HER. Not us."

Jose turns to Maria.

"Maria. I'd like to give you an 'always smile'. So you would always be happy."

"That's great, Jose," the actress comments. *"That's a wonderful gift."*

She turns to Maria. *"What do you think about that Maria? Would you like that? To have a smile on always?"*

"Yeah."

"Great. So would you like to thank Jose?"

"Thanks, Jose."

"No sweat, man." He replies sincerely, with a touch of 'macho' compassion.

A sense of community and trust builds among the group. Often a spontaneous dialogue begins about issues that are important to the students. As much as possible, these issues are incorporated into the improvisations.

Trust is established also through the actors' approach to the class. The actors participate with the students in all exercises and improvisations. The students not only enjoy working with 'professionals' but respond to being treated as peers. While the need for discipline remains, as the students' respect for these role models increases they become much more responsible and begin to exercise self control.

FINALE

For the two classes participating in this program at Junior High School 117, self confidence has been cultivated in a challenging environment. These students are some of New York City's most neglected children, many of whom have histories of emotional difficulties in addition to their learning disabilities. But if for only one hour each week they are given the opportunity to step out of their surroundings and experience their dreams through the magic of theater, they will begin to view themselves and their chances for success in a different light.

As for the students themselves; they have been enthusiastic. Teacher Mimi McDermott states it best:

"My students experienced success in school that was affirmed by their teachers AND peers. We culminated the year with a performance to which they personally invited friends and relatives. They forgot to take their final bow because they were so excited that they had actually 'done it'. After the finale they all looked at each other and raced out saying, "We did it! We did it!" punctuating their excitement with 'high fives' all around. When they returned for their final bow, the audience shared their happiness with equal enthusiasm. I couldn't have asked for a better ending to the school year."

Editor's Note: *In its fourth year, the Creative Alternatives program at Junior High School 117 continues to receive support from the faculty, administration and Community School Board. For further information, contact Creative Alternatives of New York, 1 Gustave Levy Place, Box 1046, NY, NY 10029 (212) 241-6636.*

Brian Stansifer is the Executive Director of Creative Alternatives of NY Inc.

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NCLD'S PROGRAM REPLICATION & DISSEMINATION INITIATIVE

The National Center for Learning Disabilities is in its third annual cycle of a new initiative: The National Program Replication & Dissemination Initiative.

The objective of this Initiative is to identify and sponsor already existing, successful programs and products, which assist individuals with learning disabilities (LD). NCLD has embarked on this initiative utilizing years of experience of funding the development of new programs through grants from the, then, Foundation for Children with Learning Disabilities (FCLD).

NCLD's leadership recognized several years ago that numerous excellent programs and products, benefiting individuals with LD, have already been developed, but often lack the fiscal and/or human resources to effectively replicate and disseminate them beyond the initial development site. As part of NCLD's efforts to widen its direct impact on a national level, it is NCLD's intention to help such programs/products reach a wider audience, and ultimately help many more individuals with learning disabilities. An additional objective of this Initiative is to ensure an ongoing "life" for each program, subsequent to the completion of NCLD's Award.

Each year, this Initiative concentrates on specific priority areas, as determined by NCLD's Professional Advisory Board (PAB). Programs that fit into those priority areas, and that are viable for national or regional replication, are thoroughly reviewed by NCLD staff and NCLD's PAB. This Initiative, while considered a most important aspect of NCLD's programs and services, is only part of the annual activity and related fiscal resources utilized each year at NCLD. So, while NCLD realizes there are *many* deserving programs, NCLD's resources are also limited and must be carefully allocated.

NCLD believes that the "rippling effect" achieved through this sort of initiative has enormous potential. While the Initiative is still in its early stages of development, we would like to share with our readers the projects that have been undertaken in the first two years of this Initiative.

Understanding Learning Disabilities: A Parent Guide And Workbook

Developing Organization: Learning Disabilities Council, Richmond, VA

NCLD Priority Areas Served: Parent Education/Parent-Child Interaction

Program Description: *Understanding Learning Disabilities: A Parent Guide and Workbook*, written by parents of individuals with LD, as well as professionals, is designed to provide very practical information in a clear and easy-to-understand fashion. Topics include: identifying LD, coping as a parent, helping your child at home, accessing school services and post-secondary planning. Unique workbook pages allow individualizing for one's own child, as parents translate the concepts presented in the book into practical, usable information.

As the original book was focused on the State of Virginia only, NCLD's award allowed for research and editing to incorporate nationwide information, as well as the production, marketing and national distribution of over 2,000 copies.

Project Heroes

Developing Organization: The Churchill School and Center, NY, NY

NCLD Priority Areas Served: Socialization Issues; Teacher Training; Parent Education.

Program Description: Project Heroes is a social studies and language arts curriculum for children in grades 2-8, with or without learning disabilities. The curriculum is currently captured in a manual and accompanying video (optional).

Contemporary men and women who have struggled to overcome serious learning disabilities and have gone on to become successful, productive members of society are interviewed by the children. Through extensive preparation and research, the children learn how others like themselves overcame their learning difficulties and found success. These biographical studies begin with an in-depth look at the children's own life histories.

NCLD's award allowed for the development of a users' manual/brochure, as well as a marketing and national distribution strategy and mechanism. Over 2,500 copies of the curriculum will be distributed.

Dispelling The Myths: College Students & Learning Disabilities

Developing Individuals: Kate Garnett and Sandra LaPorta, through Hunter College, NY, NY

NCLD Priority Areas Served: Transition to Postsecondary Education; Teacher Training.

Program Description: This monograph addresses the prevalent concerns and misconceptions encountered by college students with learning disabilities. It is meant to provide a clear understanding in a brief format that will reach and be read by anyone connected with LD college students. Readers include: college teachers, rehabilitation counselors; college counselors; high school teachers and guidance counselors; on-the-job supervisors and trainers; parents of LD teens; and college students with LD and their peers.

NCLD's award allowed for updating and editing, as well as production and national distribution of at least 10,000 copies.

Classwide Student Tutoring Teams (CSTT)

Developing Individuals: Dr. Larry Maheady, through The State University of New York at Fredonia, NY.

NCLD Priority Areas Served: Teacher Training; Socialization Issues.

Program Description: CSTT is one of 16 exemplary model programs identified recently by the federally commissioned Research Triangle Institute, in North Carolina, which serves mildly disabled/handicapped students in mainstream settings. CSTT is a "hybrid" program that contains elements of two other "peer teaching systems" (i.e., Classwide Peer Tutoring and Student-Teams-Achievement-Divisions).

CSTT utilizes small heterogeneous learning teams; a structured teaching method; public posting of student point totals; and team recognition/rewards. To date, CSTT has been used with pupils at both the elementary and secondary levels.

CSTT consists of "low technology" instructional strategies that place minimal demands on teacher time and resources. This should facilitate widespread use of program materials.

NCLD's award allowed for the development of a teacher training video and the finalizing of the curriculum manual, as well as production and distribution of at least 1,000 copies of each.

Project OZ: A Comprehensive Drug Education Curriculum for Learning and Behavior Disordered Populations

Developing Organization: Project Oz, Inc.; Bloomington, IL

NCLD Priority Areas Served: Teacher Training; Socialization Issues.

Program Description: Project Oz created the nation's first drug education curriculum for special needs students. This cost-effective curriculum begins with thorough training by Project Oz staff. This training enables participating teachers to train their school district in turn.

NCLD's award allowed for free training of teachers in Ohio/Pennsylvania, with complete curriculum materials to take back to their school districts.

Ackerman Institute: Family-School Collaboration Project

Developing Organization: Ackerman Institute for Family Therapy; New York, NY.

NCLD Priority Areas Served: Teacher Training; Socialization Issues; Parent Education.

Program Description: The goal of the Family-School Collaboration Project is to change family-school relationships from those that are often alienated or adversarial to those characterized by mutual trust, communication and cooperation. NCLD's award will develop a workbook and manual describing the replication process for the Family-School Collaboration Project for other school systems across the country.

TIPS: Tactics for Improving Parenting Skills

Developing Individuals: Dr. Bob Algozzine and Dr. James Ysseldyke, through the University of North Carolina and the University of Minnesota.

NCLD Priority Areas Served: Parent Education.

Program Description: TIPS is a collection of short, instructional brochures designed to assist parents and other professionals in meeting the needs of students with LD. TIPS are quick, easy-to-implement solutions to relatively complex problems. This home product was developed to address the ongoing concerns identified in research and professional practice.

NCLD's award supports the refining of the existing product, and the dissemination plan, nationwide.

Garside Institute for Teacher Training (GIFTT)

Developing Organization: The Carroll School—The Garside Institute for Teacher Training; Lincoln, MA.

NCLD Priority Areas Served: Teacher Training.

Program Description: GIFTT, an operating unit of The Carroll School, provides on-site training to teachers of language disabled students at public and independent schools. Individually designed to meet the needs of each particular school/school district, GIFTT training has primarily taken place in the Massachusetts area.

NCLD's award will allow GIFTT to expand its efforts, and replicate its training further in New England.

PROJECT APPLE:

A UNIQUE COLLABORATION RESULTS IN TEACHER TRAINING THAT MAKES A DIFFERENCE

by Lenox Reed

Editor's Note: *Texas is one of three states to enact a "dyslexia" law in recent years. It requires that public school teachers receive instruction on the characteristics of dyslexia and appropriate teaching strategies to meet the needs of these students.*

In Houston, Texas, a unique collaboration was formed when several educators and community volunteers joined forces to offer training in alternative teaching strategies to reading teachers in the Houston Independent School District, the fifth largest district in the country. The Neuhaus Education Center, a not-for-profit educational foundation, provided the multisensory dyslexia-awareness training, the Junior League of Houston Inc. organized the community volunteers to substitute for the teachers while they received the training, and HISD supervised the sending of a team of two teachers from each of its elementary schools.

"Some educators say that 80% of the students are learning to read in grades 1 to 3, no matter what the instruction is. If this is true, then why are 40% of our 17 year olds not reading?" asks Jean Chall, noted Harvard reading specialist and researcher. The great debate on what is effective teaching of reading in our schools continues. Most experts would agree that there is no one method of instruction suitable for all students. However, many teachers use one method with all students, often from lack of exposure to alternative methods. *Project Apple* (Advocates in the Private Sector for Public Schools' Literacy Education) provides one avenue for learning alternative methods.

Project Apple provides a unique opportunity for community volunteers to step inside their public schools and have "hands on" interaction with students, besides offering professional development to teachers at minimal cost to the school district. The students themselves benefit from exposure to professionals such as bankers and architects, as well as role models who volunteer in their community. Teachers appreciate the professional aspect of the training that takes place within their working hours, the honor of being chosen by their principal, and the respect of their co-workers as they present inservices at their schools.

The collaboration includes training one second-grade teacher and one third-grade teacher from each of HISD's 166 elementary schools over a three year period. At the completion of the three-year project, 322 teachers will have attended an intensive 30 hour training course in multisensory teaching of the language arts. Principals will attend a four-hour information workshop at the Center to observe a demonstration lesson and receive information on the "teachers' training model," for inservices. Teachers return to their schools prepared to present an inservice to their colleagues, creating a ripple effect in preventive instruction.

The Junior League of Houston is coordinating over 50 corporate, civic, and multicultural organizations to provide volunteers to substitute in the classroom while the teachers are training at The Neuhaus Center. Approximately 2,000 volunteers will have served as volunteer substitute teachers and covered 1,650 teaching days during the three year period of the project. The school district will have saved $82,000 in substitutes' fees.

Although HISD is paying a portion of the teacher training cost, The Neuhaus Education Center is seeking funding for the project from major corporations and foundations locally and nationally. At the completion of two years, 22 corporations and foundations have underwritten the teacher training.

HOUSTON INDEPENDENT SCHOOL DISTRICT

The Houston Independent School District is the nation's fifth largest school district, serving over 191,000 children from early childhood through grade twelve. Of these students, approximately 106,000 attend one of the 166 elementary schools in the district. Studies show that up to 15% of this population exhibit learning differences. However, only 8.6% of the elementary students qualify for special education. The district's children come from a diversity of ethnic and economic backgrounds which makes teaching by conventional methods a great challenge for the classroom teacher. At the elementary level, 45% of the students are Hispanic, 40% are African American, and 13.5% are white. Over 70% are on free or reduced lunch, and over 24% have limited English proficiency.

HISD began training its special education resource teachers at The Neuhaus Education Center in a multisensory Orton-Gillingham based curriculum proven to be effective with the learning disabled population that the resource rooms served. Secondly, HISD's regular education staff development department contracted with The Neuhaus Education Center to train two first-grade teachers from each of the elementary schools in a course that emphasized multisensory teaching techniques and alternative strategies to use with students when traditional approaches did not work.

Based on the success of the training of the first-grade teachers, the district and The Neuhaus Education Center began exploring a second-third grade team to train. Ideally each elementary campus would then have a first through third grade "team" to share techniques with other faculty, and a resource teacher in special education who would serve as the specialist and could consult with teachers.

NEUHAUS EDUCATION CENTER

The mission of The Neuhaus Education Center, which was founded in 1980, is to provide a proven, multisensory approach to teaching the basic language skills of reading, writing, and spelling to all students, including those with learning differences, especially dyslexia. The not-for-profit educational foundation was named in memory of Oscar Neuhaus, a parent of a dyslexic child who has benefitted from Orton-Gillingham based instruction. The Center's staff are master instructors in the Orton-Gillingham approach which emphasizes the integration of reading, writing, and spelling in a language context that includes instruction in listening comprehension, verbal expression, and vocabulary development. The Center serves as a teacher training institute and as a resource for parental consultation and adult education. Over 2,000 teachers have attended workshops or classes at the Center, all of which give Career Ladder credit through the Texas Education Agency. Full or partial scholarships are available for teachers. Graduate level course credit may also be earned with a local university.

JUNIOR LEAGUE OF HOUSTON INC.

The Junior League of Houston is an educational and charitable organization devoted to promoting volunteerism in the community. The 1990-91 Board of Directors voted to focus its energies on creating a positive impact on public education in Houston. The league chose to initiate a city-wide education collaboration comprised of corporate, civic, and multicultural agencies which would address a need identified by the Houston Independent School District.

The collaboration among the district, the Junior League, and The Neuhaus Education Center began when the Junior League agreed to recruit and coordinate the various community and corporate organizations to provide the substitute volunteer teachers. HISD and The Neuhaus Center agreed on a one day a week, five week, training format. Consideration of the district's schedule was a factor in choosing training dates. Thursdays were considered the preferable day of the week for teachers to be out of class. HISD's staff development director called each principal to answer questions and provide further clarification.

VOLUNTEER TRAINING

The Junior League budgeted for administration and material cost to coordinate volunteers. The designated Volunteer Coordinator contacted volunteer organizations across the city in addition to its own members. Various civic, corporate, and multi-cultural groups sent representatives to an orientation session, where personnel from The Neuhaus Education Center and the school district spoke. The volunteer organizations disseminated the information and forms to their members. Each volunteer committed to one or more substitute days and one substitute training session given by HISD. The Junior League Volunteer Coordinator worked closely with HISD to provide each volunteer with the name of the school, the principal and teacher, and directions to the school. At the completion of each phase of teacher training, the volunteers' evaluations and comments were solicited and they were invited to sign up for the next phase of training.

EVALUATIONS

A consultant statistician helped plan the evaluations and pre and post measures for the teachers. The consultant is responsible for the final evaluation of the results. Teachers were asked to complete a goals setting protocol and to take a knowledge assessment pretest prior to the workshop. At the end of the workshop, teachers were asked to take a post-test and to complete an evaluation protocol similar to the goals setting protocol. They also received training on giving inservices to other teachers, an important factor in the empowerment of the teachers. Each teacher was responsible for making the arrangements with their principals.

Empirical assessments clearly show an increased level of content area knowledge following the training. While only a handful of participants considered themselves prepared to use multisensory teaching techniques in their classroom before the training, the overwhelming majority of the participants said that they were prepared to use the techniques after the training.

Comments from teachers include, "This is the first inservice in twenty years that has truly helped me!" and "The university courses dwell on theory while this course offers practical, tested and usable teaching activities."

CLAIRE YAFFA

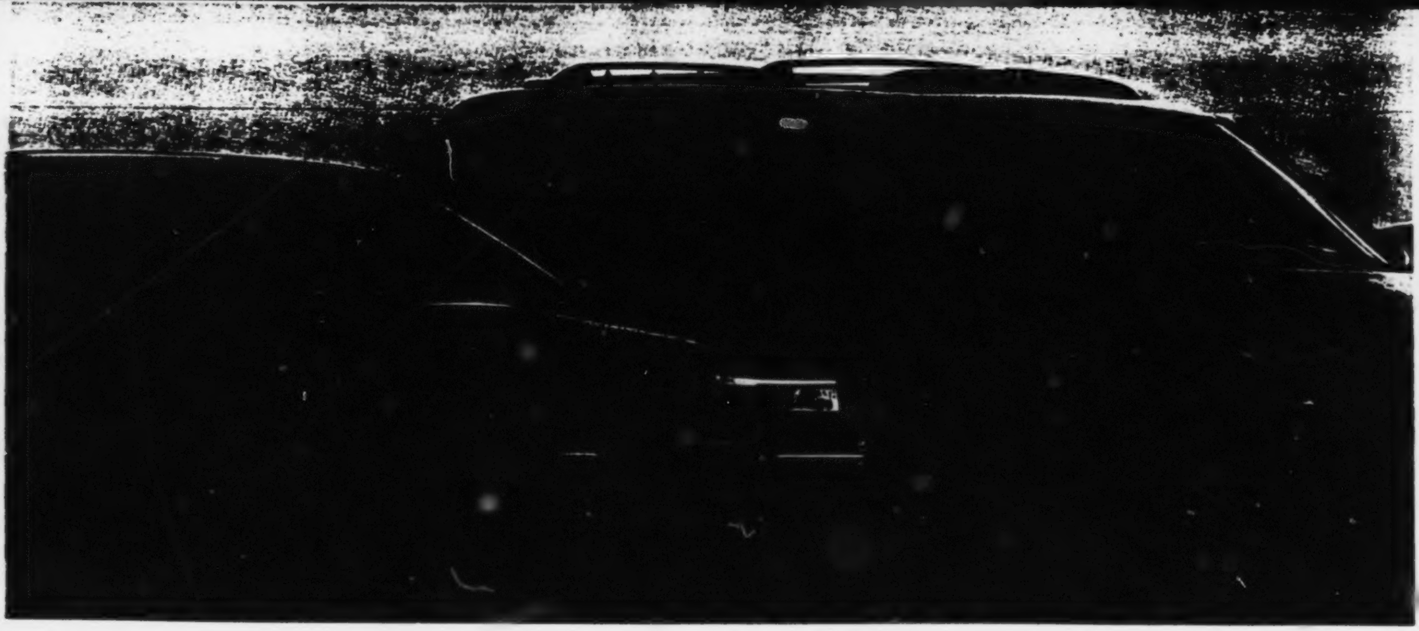
The Neuhaus Education Center staff has conducted interviews by phone or visits with trained teachers during the school year following their training and solicited further information on which aspects of the training have proven to be most helpful. Teachers have demonstrated their new found techniques in on-site visits. One important visitor, Dr. Diane Ravitch, Assistant Secretary for Educational Research and Improvement, U.S. Department of Education commented, "I had the pleasure of visiting Stevens Elementary, HISD, and seeing Neuhaus-trained teachers at work. The children were fully engaged and excited about what they were doing. Every eye was on the teacher. (The children) were participating and were learning to use the language well. I was impressed ..."

CONCLUSION

Project Apple is a proven, cost-effective method positively involving a high number of specially trained teachers and community volunteers. Corporations and individuals are realizing the cost-effectiveness of early education and intervention at the elementary level. We now know that when students are better readers, dropout rates decline due to less frustration caused by school failure.

The giant scale of this project could easily be tailored to fit smaller school districts. The Neuhaus Education Center has video tapes of their training that could be viewed, and would welcome on-site visits and training of master instructors. A syllabus and hand-outs are available upon request. Other communities should have organizations like the Junior League that could serve as Volunteer Coordinator.

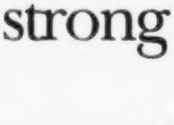
Editor's Note: *Lenox Reed, M.Ed., is Director of The Neuhaus Education Center in Houston, Texas.*



Quality Is Only One Of Our Commitments.

At Ford Motor Company, we have a strong commitment to product quality. We also have a strong commitment to quality of life. That's why we so heartily endorse the efforts of the *National Center for Learning Disabilities.*

We applaud your continuing efforts to enrich the lives of children who have learning disabilities.



Jackie Stewart is a world-famous racing expert, a consultant to Ford Motor Company and a leading supporter of the NATIONAL CENTER FOR LEARNING DISABILITIES. *Few people know that he had to overcome learning disabilities in order to realize his tremendous achievements in both racing and business.*

MAKING KNOWLEDGE THEIR OWN

by Denise Stavis Levine and Anthony J. Alvarado

CLAIRE YAFFA

Gifted education is usually elitist. LD kids do not belong. However, the New York City Laboratory School for Gifted Education—known as the Lab School—operates on the premise that gifted education, in fact, need not be elitist. We believe that every child benefits from a gifted education. Kids at the Lab School say, "Gifted education means you have to do more work," because the emphasis is on what you do, not who you are.

To prepare for the Twenty-First Century, students at the Lab School learn to raise questions and pose problems. They learn to access information from a variety of sources and to use that information to explore the problems they have posed. And, they learn to communicate the results verbally and in writing. This is a tall order for any student; it is an especially tall order for about 15% of the Lab School students: they are LD.

ACCESSING INFORMATION: THE ENRICHMENT MODEL

We believe that all children can learn. The Lab School's responsibility—every school's responsibility—is to help them find the key to learning. In keeping with this commitment, and with our philosophy of gifted education, we seek to provide our LD students with enrichment. We seek to enhance their educational experiences and broaden their world, rather than to remediate deficiencies in specific skills. Frequent field trips, special hands-on projects, and artists-in-residence are integral to our enrichment model. Not only does this make good sense educationally, the enrichment model also causes less wear and tear to the LD student's fragile self-esteem than would the traditional remedial model.

At the Lab School, we understand that multisensory access to information allows students—especially LD students—to make knowledge their own. The school offers VCRs and laser disc technology, computers, laser printers, scanners, interactive software such as "Palenque" and "The Voyage of the Mimi," and large classroom libraries of colorful videos, trade books and reference volumes.

FOCUSING ON THE PROCESS: STRATEGIES FOR LEARNING

"What did you learn?" and "How did you learn it?" are two of the most frequently asked questions at the Lab School. That's because accessing information is only the first step in constructing knowledge. The habit of reflecting on what you learned and how you learned it allows students to examine experiences from differing perspectives, using different lenses and different ways of knowing. This helps students build a repertoire of strategies for understanding and evaluating information, another key to making knowledge their own.

For many of our LD students computer technology is an integral part of the learning process. It is used to create databases, charts and graphs. Visual representation of information helps some students to internalize concepts and ideas. Other students use word processing programs to get their thoughts down on paper, and then easily revise them, without having to worry about handwriting, neatness, or spelling. Positive attitudes toward writing are important at the Lab School because we view writing as an essential tool for learning.

BECOMING EXPERTS: THE PATH TO SELF-ESTEEM

Many LD students, including those at the Lab School, often lack a positive self-image. While building academic competence certainly contributes to students' feeling better about themselves, it is often not enough. LD students also need to feel they are valued by their peers. In order to facilitate this process, our LD students have taken on the role of peer instructors. Small groups of students from other classes come to their classroom to learn what they know about setting up databases, using word processing programs, scanning photographs, laying out newspapers on desktop publishing, and creating graphs, charts and tables of information.

CLAIRE YAFFA

The Lab School's peer instruction project serves a cognitive purpose as well as an affective one. It is widely held that if you can teach something to someone else, you've really made the knowledge your own. We at the Lab School certainly subscribe to that belief. And, if we are correct in our assumptions:

- Enrichment surpasses remediation as a model for learning;
- Multisensory access to information allows LD students access to learning and knowledge;
- Becoming peer instructors helps students' self-esteem;
- To teach it is to know it;

then, the next generation's Albert Einsteins, Bruce Jenners and Marisol Montalvos may find it a little bit easier to reach their full potential.

Editor's Note: *Denise Levine, Ph.D., is the Director of the New York City Laboratory School for Gifted Education, and adjunct Associate Professor of Graduate Education at Fordham University.*

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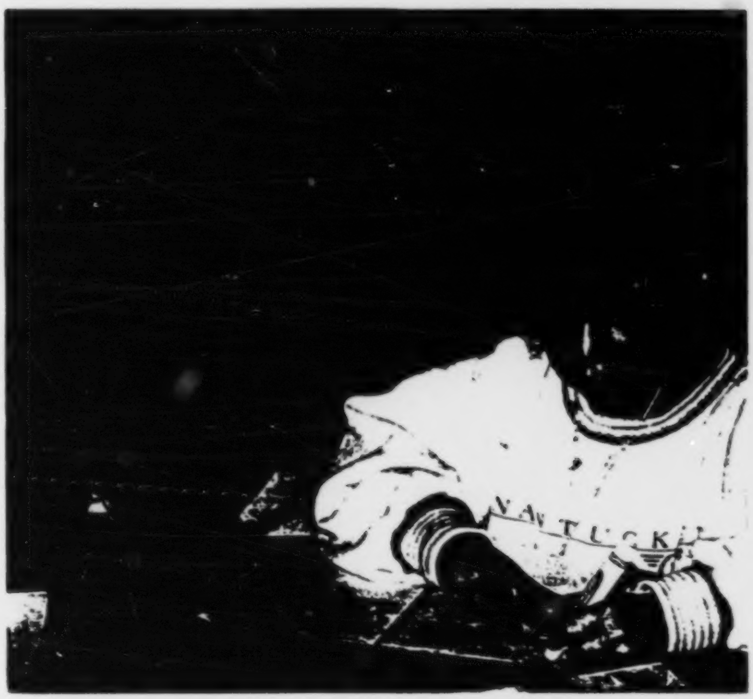
THE INCLUSIVE CLASSROOM: MAKING A DIFFERENCE

by Michele C. Tamaren



CLAIRE YAFFA

Classrooms are changing! As schools prepare for the dawn of the twenty-first century, education is becoming more inclusive. In the inclusive classroom all children, those with learning disabilities and those without, are given the opportunity to learn and play together in an environment which embraces and celebrates individual differences.

Demands for inclusive education are being sounded by countless parents and educators, as well as leaders in government and business. These cries evoke fervent passions. Those in support, enthusiastically champion the right of every student, regardless of learning challenge, to be educated with their peers without the division imposed by separate programs. They urge that special education services be provided in the regular classroom by learning specialists. Others are desperately afraid that this reform may be regressive, dooming our learning disabled children to the loss of hard won rights and return to the academic and social failure that so often plagued our students.

Can the needs of all students be met in a unified classroom setting? Is it possible for teachers simultaneously to educate youngsters with widely differing abilities, challenges, and experiences? Will children with special needs, if supported academically in the mainstream, thrive in the heterogeneous classroom?

That depends. Numerous studies indicate that placing learning disabled children in an integrated setting does not automatically lead to acceptance or support on the part of the teacher or the classmates. Inclusive education depends upon developing a vital classroom TEAM in which all students become responsible for one another's well-being. In the truly inclusive classroom consideration and respect abound. The class resonates with compassion and sensitivity and a palpable regard for self and others.

What happens, however, when learning disabled students are integrated into classrooms where cooperation and caring are supplanted by insensitivity and disregard? In these settings students who struggle to learn so often are not honored for what they can do, but ridiculed for what they cannot. Frequently the laughter heard is not of humor shared, but of taunting and derision—laughter born at the expense of difference.

SELF-ESTEEM

Questions of self-worth and competence, common to all students, are especially prevalent and disturbing to those who learn differently. Self-imposed comparisons, both of an academic and social nature, can be particularly disquieting to the learning disabled child. Observing one's classmates assimilate new concepts and skills with ease while you yourself struggle with the fundamentals is often times devastating. That, in conjunction with rejection by one's peers, dismantles a student's confidence as a learner and a human being. It shreds a child's self-esteem.

Educational research reveals that healthy self-esteem—an interweaving of a comfortable sense of competence, worthiness, and importance—is a prerequisite for learning and relating well. Students who possess an awareness and a delight in their individual capabilities and value exude a creative energy which impels them to set challenging goals. High self-esteem provides the psychic stamina to pursue them. These children are free to question, to explore, to grow. In the inclusive classroom, self-esteem is a basic skill.

SOCIAL ACCEPTANCE

Dejected or delighted, self-conscious or self-confident, ashamed or assured—the quality of life is shaped by one's sense of self. The security of belonging and acceptance in school is essential in developing a healthy self-image. Yet, so often children who struggle in the classroom feel socially isolated, invisible, irrelevant. Classmates accept or reject one another based upon three criteria: academic achievement, social savvy, and physical appearance. Learning disabled children, by the nature of their difficulties, commonly experience both academic and social frustration. As a result, according to studies of social acceptance in the classroom, peers relegate these youngsters to the bottom one-third of the class.

CLAIRE YAFFA

How does a teacher create a classroom environment in which, as psychologist Eda LeShan implores, "It is simply not possible for cruelty to be tolerated."? How does a teacher transform an integrated classroom into an inclusive one? How does a teacher design a warm and welcoming setting in which each child, regardless of learning challenges, feels safe to take risks, disclose vulnerabilities, and feel pride rather than distress in his or her uniqueness?

TEACHER AS A MODEL

A classroom that is inclusive must be fashioned consciously and constantly. The spark is lit first by the teacher who possesses a steadfast belief in the integrity and capability of each class member. Such an educator serves as a powerful model of sensitivity and respect for individual differences. In the inclusive classroom each child is guided to identify and rejoice in personal strengths and interests while respecting those of one's peers. Children grow excited about themselves, their world, and their potential contribution to it. They become facilitators in one another's learning, nurturing curiosity and confidence. The spark, now fueled by the irrepressible energy, talent, and enthusiasm of the students, becomes a beacon lighting the way to a path of acceptance, appreciation, and respect for all children.

Inclusive classrooms have as their foundation four basic premises:

1. Establishment of behavioral objectives

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fostering consideration and respect for all class members.

2. Development of awareness and appreciation for differences in styles of learning, thinking, and communicating.
3. Identification and encouragement of individual talents and aspirations.
4. Realization that every student can make a difference in one's own life and in the lives of others.

The inclusive classroom comes alive through the personal involvement and commitment of both the teacher and the students, to these guiding principles.

RESPECTING INDIVIDUAL DIFFERENCES

Behavioral objectives are most meaningful and therefore most effective when students actively participate in designing their class rules. Requesting children to envision a classroom without guidelines stimulates intense and thoughtful responses. Sensitivity to the need for behavioral expectations both in school and in life is evoked. The class, either as a whole or working in small groups, can brainstorm specific rules assuring a safe and respectful learning environment. Commitment to these guidelines is increased when caring and generous efforts are acknowledged and celebrated throughout the year.

Another productive method for building peer respect and support is to instruct students about differences in learning style. Children are often relieved to know that everyone learns in their own special way and has particular areas of strength and weakness. Through explanation and experimentation involving different learning channels, students can identify their individual style of learning. This raises awareness and acceptance of learning challenges in themselves and others. Also, studying about the lives of the many successful people who struggled as students can provide inspiration as well as insight into coping with learning disabilities.

Dynamic growth in self-esteem and sensitivity occurs when children are encouraged to identify, develop, and share their natural talents and abilities. Leo Buscaglia, Ph.D., former professor of special education and nationally prominent writer and lecturer states, "Education should be the process of helping everyone to discover his uniqueness, to teach him how to develop that uniqueness, and then to show him how to give it away." The mandate of the inclusive classroom must be to guide students to acquire not only the requisite skills, but to recognize and honor their individuality.

Children taught to share their special skills and interests learn to value their own competence and importance. Youngsters who relish any of the academic skills can become tutors for their classmates or for younger children. Peer tutoring has proven to be a potent source of self-esteem, reinforcing skills and building relationships.

For those whose primary talents lie in areas other than the academic, there are meaningful, tangible contributions to be made in school and in the community. A love of art may be applied to enhance the appearance of the classroom, halls, and office, or perhaps to beautify areas outside of the school. Musical or acting ability can be highlighted during performances in school or perhaps in community facilities such as nursing homes. Students may be encouraged to play their instruments not only during music class but at other times as well. Hobbies and collections, too, can be explored. Children who take pleasure in sports may assist the gym teacher with younger students or "coach" younger players during special privilege times.

Children with strong organizational and interpersonal skills might wish to become leaders in fundraising drives. Others may want to volunteer their skills for the benefit of the community. Students themselves can make creative decisions as to how their talents and interests can best be shared.

MAKING A DIFFERENCE

The magic of inclusive education is pride; pride in oneself, one's class, and one's contribution to that class. Pride is the result of a focus on each student's capabilities rather than disabilities. While individual educational needs are addressed in the inclusive classroom, special education here connotes so much more. It means leading each child to the discovery of his or her special self.

Children learn that through their uniqueness they have the ability to touch the lives of others, the power to make a difference. Students in the inclusive classroom are challenged to grow toward their greatest potential for the benefit of themselves and others. Inclusive education teaches that we all count!

Editors Note: *Michele Tamaren is a special educator and educational consultant for the Acton Public Schools, Massachusetts.*

THE COMMUNITY SERVICE PROGRAM AT WINDWARD SCHOOL

by Joan Metsch

CLAIRE YAFFA

Melissa, a soft-spoken, attractive teenager approached three elderly residents, quietly sitting in a corner of the nursing home lounge. She held up a straw basket filled with cosmetics.

"Would anyone like a manicure?" she asked a bit self-consciously.

The residents, not responding, continued to stare somewhat vacantly ahead. She tried again, this time in a louder voice.

"I'd like to give you *a manicure*" she repeated, stressing her last word. "Does anyone want one?"

One woman turned to the other. "A what? What did she say?" Her companion shrugged.

The girl waved her basket insistently in front of them. "A manicure!" she called. "Do you want one?"

A look of comprehension brightened the old woman's face.

"You bet I do, sister ... let's go!"

With that she reached for her walker and energetically raised herself to a standing position. The faces of her companions became more animated and they smiled and stood up as well. The third resident, a man, asked if he could be included.

"Sure," replied the girl, "the more the merrier."

Melissa then patiently guided the trio down the hall and into a small room with cheery green and yellow round tables. They took seats, and she spent the next hour chatting with them while she manicured their nails. The residents did most of the talking. They discussed their children and grandchildren, where they lived and how often they visited. They told Melissa stories about their past, and what it was like in the old days when they were her age. The hour passed quickly. Just as she was putting away the last emery board, an aide popped in to announce that the van was ready and it was time to go. They took their farewells, shook hands (careful not to smear the fresh polish) and promised to do it again next week.

WINDWARD STUDENTS AND COMMUNITY SERVICE

Then Melissa joined the other Windward students in the lobby to return to school. As they boarded the van, the youngsters

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discussed their afternoon at the home, the residents they had seen and their possible assignments for the following week.

This group of student volunteers all attend Windward School, an independent day school in White Plains, N.Y. which serves learning disabled students from kindergarten through twelfth grade. The Upper School, a college preparatory program for grades nine through 12, requires that students participate in a community service internship program.

There are two field work experiences available: one is coordinated with the New York State Ombudsman's Office and involves a wide range of tasks assisting the citizens of New York State. The other, which these youngsters participate in, is a volunteer program at the Beth Israel Nursing Home in White Plains.

CLAIRE YAFFA

BETH ISRAEL NURSING HOME

Each school year, depending on the demands of their academic schedules, the students spend at least one afternoon a week at Beth Israel. They participate in a wide range of activities, from clerical work in an office, to feeding and caring for the residents. Issues related to the fields of gerontology and public health are studied in class and the students' performance is evaluated by their supervisors at the home.

One assignment is physical therapy, where the students assist the therapists and accompany and encourage the patients. They may help the residents with activities to improve their fine motor coordination or assist with gait training, as the patients learn to use walkers, canes or crutches. They provide practice in stair climbing, getting in and out of beds, chairs, etc. and putting on clothing.

Recreation is another important function and some of the students conduct regular games each week. There is an ongoing checkers game, a regular scrabble contest (usually won by the residents) and an occasional poker game (where the chips are never converted to hard cash).

Getting the residents to their next activity is an important volunteer responsibility. Students transport them in wheel chairs or accompany them as they negotiate the halls with their walkers or canes. It's often a good time to socialize and become acquainted. Residents always enjoy talking to someone.

The students perform many other services that do not involve working directly with patients. They work in the kitchen, help out in the office or simply fill a specific need as it arises. For example, if a party is being planned they may be asked to put up decorations. If a large mailing is going out, students become envelope stuffers for the day. Assignments may vary from week to week, but the volunteers always know how invaluable their services are.

FEAR BECOMES COMMITMENT

In the beginning, some of the youngsters felt uneasy in the nursing home surroundings.

"There were so many old people," one student admitted, "and they seemed so 'out of it'.

I was afraid to speak to them or touch them when I first started. I wished I wasn't part of the program. Now I've gotten used to everything and I'm much more at ease. I know they look forward to seeing us and I feel good about helping them."

A girl spoke about a resident with whom she plays Scrabble every week.

"She never had children and her husband is dead. I am practically her only real contact with the outside world. As we play, she likes to hear about what's happening in my life. I tell her about school, my family and my friends and I try to make it as interesting as possible. I guess I remind her that she was young once too and it brings some joy and comfort to her life."

A student laughingly related that one elderly gentleman regards him as his son.

"I was walking him down the hall one day when he was jostled and blurted out a curse in Italian. When he saw that I understood what he had said, he decided that I must be his son. Maybe his son doesn't visit him often and now he thinks he sees him every week."

The residents of Beth Israel are not the only ones who benefit from this program. There are many rewards for the volunteers as well. The internship program fosters social awareness and an understanding of community responsibilities. It encourages a concern for the common good of society and a respect for the values and opinions of others. As one student put it, "It has improved my understanding of the aging process."

LD STUDENTS MEET THE CHALLENGE

Students often find themselves in situations which are challenging for language/learning disabled youngsters. They must communicate effectively with both the staff and the patients. They have to develop a rapport with the residents. They must be able to follow the directions of the staff, organize their time efficiently, and accept a critique of their performance in the form of a written evaluation from their supervisor.

They may be in a position in which they have to process information and decide on a response quickly. "Have I assessed the situation correctly? Did I ask the patient the right questions? Do I need additional help from volunteers or staff? Will I be able to finish this assignment within my allotted time?"

They have to communicate effectively with the staff to explain or defend a particular issue. "Why isn't this assignment right for me? Why didn't I have time to complete it?"

They learn to evaluate situations. "How could I have organized this better? What were the reasons that a problem developed? How can it be avoided in the future?"

The practical experience they are getting will certainly stand them in good stead as they move on to college. There is another, less tangible aspect, however, that is perhaps even more important to these youngsters. It is the positive feelings about themselves that the internship experience has engendered.

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They know they have done a good job. They know that they have touched the lives of a group of lonely people, who have been left behind by a world that is too busy and preoccupied for them. They have increased confidence in their ability and they know that, as human beings, they have made a difference in society.

THE STUDENTS RECEIVE AN AWARD

Society, in turn, has reciprocated by rewarding their dedication and skill. After being nominated two years in a row, last spring they won the J.C. Penny Volunteer of the Year Award, sponsored by the Volunteer Center of United Way. A special luncheon was held in their honor and a monetary award was given to the nursing home.

One youngster summed up the reaction of the students. "The award was nice, but I really didn't care if we won it or not. Our reward is what we do for the people. We get a lot of satisfaction out of small deeds. We tell them how nice they look today, give them a big smile and they smile back. They know we care about them. There's just this feeling you get from helping them. You can't really explain it but it's there and will stay with us for a long, long time."

Editor's Note: *Joan Metsch is the Director of Communications at the Windward School in White Plains, New York.*

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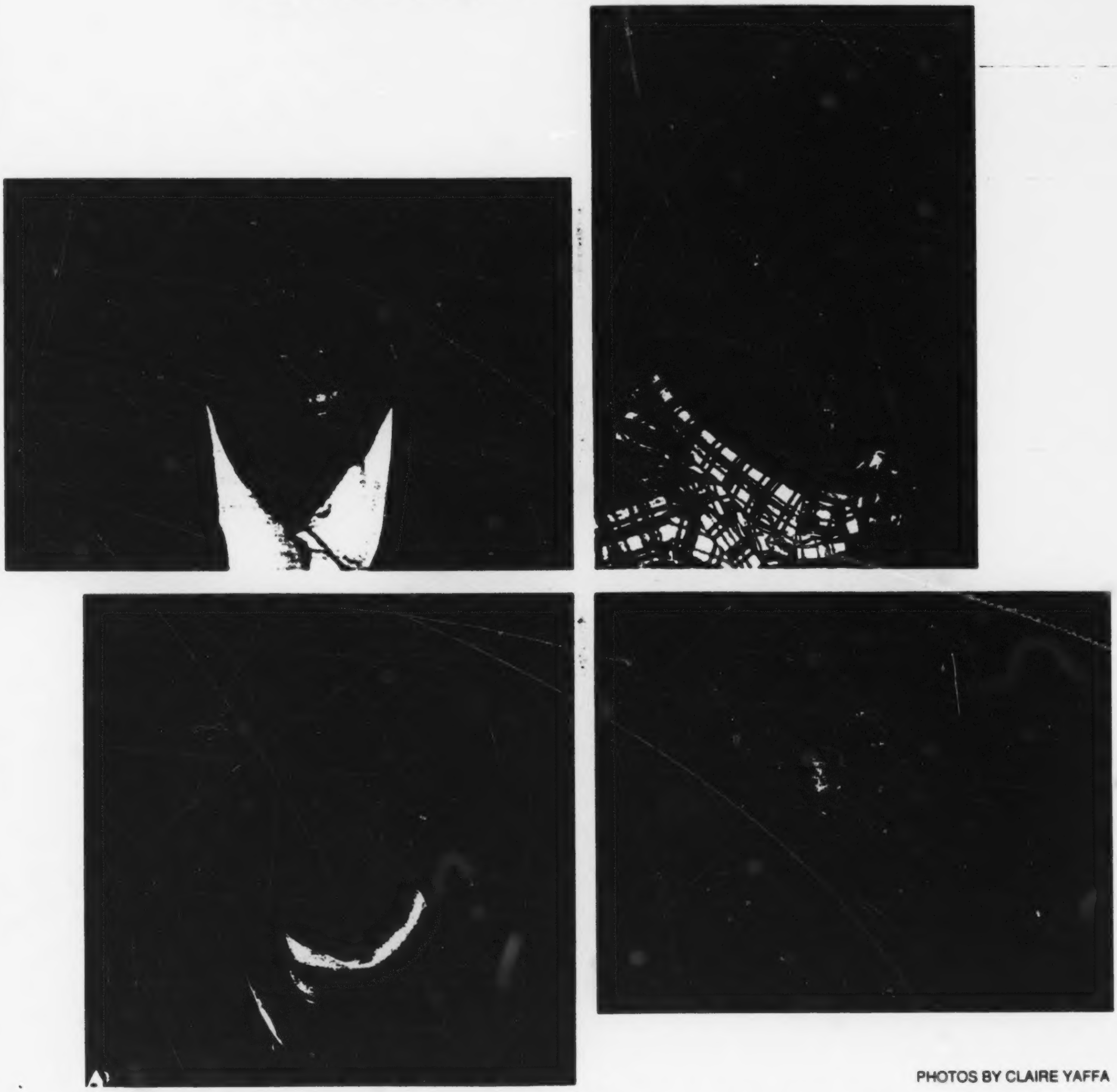

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THE DYSLEXIC LEARNER

by Caroline Janover

Many dyslexics demonstrate strength in the creative arts, athletics, and leadership skills. When we learn to identify and nurture "multiple intelligences," dyslexics will be helped to gain the self-confidence to persevere in more problematic areas such as reading, writing, and spelling.

In my second year in the second grade, Mrs. Greenleaf made me stand in the waste paper basket because my handwriting was so crooked. She said I was lazy and careless, not at all what you would expect from the Episcopal minister's daughter. Despite the fact that I dreaded reading group and spelled in my own private language, I spent hours writing "novels" in locked diaries which I hid under the mattress of my bed.

In school, I was far too humiliated by the blood-red correction marks that dotted my papers to write anything but a bare-boned, simple sentence. Eventually my mother took me to Boston, where I had a complete learning evaluation. The reading specialist looked my mother in the eye and said, "Caroline is severely dyslexic." My mother rushed back to the public school in New Hampshire to tell Mrs. Greenleaf the news. Mrs. Greenleaf looked horrified. "Is dyslexia contagious?" she asked, anxiously twisting her white lace handkerchief.

CLAIRE YAFFA

EARLY IDENTIFICATIONS OF A LEARNING DIFFERENCE

Since the early 1950's parents and teachers have become far more vigilant in recognizing the early signs of a learning disability.

Our son Jamie was diagnosed in the first grade because he was exceptionally articulate, creative, and mechanical (with an I.Q. in the superior range but he was falling out of the bottom of the lowest reading group in school). He was a curious child who loved knowledge, yet growing up he avoided reading at all costs.

Our son Michael was diagnosed as dyslexic and later classified as "perceptually impaired" because he was just the opposite—extremely nonverbal. He confused the sequence of syllables, words, and sentences. He said "hostipal" for hospital, "ostipit" for opposite and "Engle mushin" for English muffin. He forgot the names of objects and playmates and had little or no sense of time or temporal order. Michael asked wonderful questions like, "How many days until tomorrow?" With years of private tutoring and supplemental support in school, both our sons have learned ways to compensate for their unique learning styles. (Michael, an unorganized child, went to bed fully dressed for years to help reduce early-morning tensions in the household!)

No matter the label one uses to describe a "learning difference," LD students are painfully aware of their shortcomings, particularly if they are bright and forced to cope with attentional deficits or auditory and visual perception problems. Often more difficult than explaining a child's academic problems in school is convincing the child that he is not "dumb", "stupid" or a "lazy retard." I attribute much of our son's current academic success and strong self-image to the fact that, from early on in their lives, we identified and nurtured multiple types of intelligence, not just the academic intelligence measured in the classroom.

CLAIRE YAFFA

THE INTELLIGENCE PROFILE

Howard Gardner in his book, *Frames of Mind: The Theory of Multiple Intelligences*, contends that children should be viewed in terms of seven relatively autonomous types of intelligence rather than being judged solely by the verbal and quantitative performance scores on a traditional I.Q. test. Gardner believes that short answer, timed I.Q. and achievement tests do not tap a wide enough spectrum of capabilities, particularly in terms of students with learning disabilities. Narrow and misleading, these scores tend to assess only a limited range of talents and have proven to be poor predictors of success in later life. (My College Board scores were in the 300-400's. It was suggested in junior high that I pursue a vocational track rather than prepare to go to college!) By studying linguistic, logical-mathematical, spatial, musical, bodilykinesthetic, interpersonal and intrapersonal intelligences, Gardner writes that the child's neuropsychological strengths could better be matched with appropriate teaching styles. This intelligence profile could help parents and teachers identify the gifts of learning disabled students, talents which do not necessarily surface in our standardized testing today.

Many dyslexics have bodily-kinesthetic gifts. They are great athletes. Bruce Jenner and Greg Louganis struggled in the classroom but excelled on the playing field and in the swimming pool. We made playing on ball teams and tennis lessons as great a priority for Michael as his private tutoring. When Michael was graduated, he was the co-captain of the varsity tennis team (and much admired by the girls). Perhaps because of his learning problems, he is an exceptionally empathetic and sensitive young man. His intra- and interpersonal skills are such that despite being a "classified student" in high school, he was elected vice-president of his class three years in a row.

Art, drama, dance, and music are other fields toward which right-brain dominant people tend to gravitate with creative flair. The right brain inspires imagination, feelings, leaps of insight, and rules the realm of inspiration. Cher, Whoopie Goldberg, Stephen Spielberg, Robin Williams, Susan Hampshire, and Henry Winkler each confess to having been marginal students, yet each one is an unusually observant, creative, productive, and successful professional.

Our son, Jamie, can mimic any accent, but if asked to memorize a list of "foreign," irregular verbs, he bolts. Jamie turned his "hyperactive childhood energies toward music. I regret to say, Jamie chose the drums. Having given up his allowance for one year to help rent a 14 piece drum set, Jamie earned $500 to help buy a second-hand set by babysitting, tutoring, raking leaves, and shoveling snow. He practiced three hours a day (without encouragement, I might add) all through his years in high school. Jamie recently was graduated cum laude from Skidmore with a degree in psychology. He now supports himself in San Francisco as a musician, playing the hammered dulcimer and performing on the dijeridu, an Aboriginal instrument he learned while studying in Australia. Although Jamie rarely reads for pleasure, playing improvisational music and building intricate models and mobiles occupies his time for hours on end.

Like Jamie, many dyslexics have strong spatial intelligence. Their minds work wonderfully in visualizing and remembering real, concrete objects in space. For this reason, dyslexics often show impressive talent as builders, engineers, mechanics, inventors, sculptors, surgeons, architects, and plumbers.

As teachers, we must work to identify what makes a child 'at promise' as well as 'at risk'. I wrote *Josh: A Boy With Dyslexia* for my sons and others like them, to show that a learning difference is not at all uncommon and certainly not insurmountable. The book is an adventure story in fourth grade vocabulary in which Josh uses his clever compensating strategies to save the day in a violent thunderstorm. Quite frankly, had I not been dyslexic myself, that book would have never been published. I had fifty-six rejection letters, but I never gave up. Having had to learn to cope with learning frustrations since my days in Mrs. Greenleaf's class, I'd also learn strategies to help me persevere. Had my mother not praised my way with words (every one misspelled) and given me reams of lined paper and a dictionary, I'd never have had the courage to sit down and write a book.

CLAIRE YAFFA

SUMMARY

Motivation is a key variable which can never be quantified on a standardized test. As you work with dyslexic children, focus attention on the child's right-brain strengths. Dyslexics tend to have advanced spatial, creative, athletic, and interpersonal talents, despite the worrisome test scores and report card grades measuring their reading and writing achievement.

By recognizing and highlighting 'multiple intelligences,' we can help inspire in children the self-confidence and determination to persevere in more problematic areas such as reading, writing, and spelling. With teaching strategies which are multisensory and modified to fit a particular learning style, we can help students compensate for perceptual miswiring in their brain. With differentiated instruction, these children can be valued and successful learners in a mainstream classroom setting. The bottom line is that a child must get enough praise for his strengths and recognition for his efforts that he perseveres with the self-confidence and courage to keep on learning.

Editor's Note: *Caroline Janover, the author of* Josh: A Boy With Dyslexia, *is the Learning Disabilities Teacher Consultant in the Ridgewood, NJ public school system. She is dyslexic.*

IT IS NOT A MIRACLE

by Miriam L. Gerstenblith

Our child might easily have become lost in "the system" and failed. Instead, he is a success story. People who have watched his growth and development call his success a miracle. It is not a miracle. It is a result of his own motivation and parental determination never to lose faith in this child.

EARLY HISTORY

Our son's long history of educational and psychological evaluations began in the preschool setting when he was 4½ years old. He was very shy, and his language skills were under-developed. After extensive testing, several professionals diagnosed "selective mutism" as well as a complex array of developmental delays and language deficits. Based on his poor test scores, he was at "high risk" for learning disabilities.

They recommended against enrolling him in the Jewish day school of our choice. They advised that enrollment in a bilingual school program could be very detrimental to the self-esteem of a severely language-impaired child such as ours. The evaluators recommended that he attend a Level 5 Special Education School and made guarded predictions about his future academic and social performance. In addition, we were warned that, as he matured, athletics might pose grave difficulty for him because of poor motor ability. We were devastated.

CLAIRE YAFFA

We enrolled him in the recommended Level 5 Special Education School. The experience was a nightmare. He had been sent there specifically for language enrichment, yet he did not receive the individualized services we were led to believe he would get. The year-end evaluation focused on all the things he could NOT do, not at all on what he could do or had learned to do during that year.

Against the recommendation of EVERY school professional there—including the principal, vice principal, psychologist, language and speech pathologist, physical therapist, occupational therapist and the classroom teacher—at the end of the first year we removed him from that negative environment. The team at the Special Ed School told us we were making a "serious mistake" to mainstream him at a school that did not have any specialized services or support systems.

It was very difficult for us to go against an entire professional team, but we felt we knew our child better than they, and we perceived him to be capable of many things they told us he could not do. We knew he was a bright

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child, and in many ways he reminded us of our own shyness and learning styles when we were children. We were determined to stay at bat for him, constantly haunted by the knowledge that he had been admitted to the Jewish day school after being placed in a mysterious "at risk" category.

EMOTIONAL TOLL ON PARENTS

The emotional toll on us as parents during these critical years was great. Looking back, we feel we were abused—abused by a system which values test scores over other indicators of success and achievement, and abused by "experts" who predicted doom because of the "high risk for learning disabilities." As parents we were deeply wounded by the process of discovering our child had learning disabilities. We went through all the known stages of denial and anger, but quickly mobilized our constructive energy because we had faith in our child. We intuitively knew our child would eventually find his niche.

We suffered great pain trying to carve our way through the mess of mixed messages that we were receiving. Until we found the professionals who saw the situation in a positive framework, we felt desperately isolated.

EARLY INTERVENTION

Entering the new school was a turning point for our son. Although he continued to display developmental lags, he was happy and he progressed. He trailed somewhat compared to children his own age: however, measured against his own earlier delayed development, his progress looked terrific.

A major key to his success was intervention, at our initiation, by a language therapist and tutors beginning in grade one. In the first and second grades our son progressed nicely and we were quite pleased.

But, at the end of each year we were warned that the following year could be a "watershed" year and perhaps a time when serious difficulties would show. As predicted, third grade became a crisis year. Classroom work was harder and reading became more challenging and difficult. By mid-year our son was struggling, and finding all sorts of excuses for not wanting to go to school. We began to question whether it was worth keeping him in this school which we so badly wanted, but which was becoming so heavy a burden for him.

What options did we have? Sending him to public school was a last resort. The potential for "falling between the cracks", in a system plagued by major budgetary constraints and large class sizes, was too great. Investigating the possibility of transferring him to another private school, we met with complete frustration. Due to his test scores, there was no other school for him. He fit no one's profile and was not even considered at these other places. With no other choices, we decided to keep him in his current school and increase supplementary intervention. This is when his rise to success entered a steep upward curve.

EDUCATIONAL EVALUATIONS

At this point, we found an Educational Specialist who was more interested in how our son approached his tasks, rather than in the end result of his test scores. This specialist re-evaluated him and provided us with several recommendations. She confirmed his complex learning disabilities, but in spite of them, was the first professional who helped us feel so good about his assets. Success breeds success. She saw factors in his character which would lead to achievement. She knew what strategies would make a difference. Her written report became a prescription for the classroom teachers. However, the classroom teachers were not trained or experienced in special education techniques. How were these strategies to be implemented?

TUTORING WITHIN THE SCHOOL

At the end of third grade we hired a special education tutor to work with our son during school hours at school. She evaluated and monitored his work, interpreted his learning style to his teachers, and taught him and his teachers the strategies for success.

In the beginning, the school administration was extremely hesitant about this arrangement. Perhaps it was threatening for an outside tutor to go into the classroom and work with the student in the class. However, since the school did not have the necessary support staff, they agreed for us to contract privately with our specialist to provide the service during school hours. Within a month, this relationship had made a significant difference. The tutor worked in the classroom as well as out. She began with three one-hour sessions per week but quickly was able to diminish the amount of time she worked with him. She taught him strategies for taking notes, test taking, doing reports, determining priorities, timetables, and organization.

SUCCESS BREEDS SUCCESS

At the completion of his first year in middle school at the Jewish day school, the faculty and administration are thrilled with his progress. Although it may take him longer to do assignments than most students, he has learned many compensatory strategies. He has become competent at word processing. He has made the honor roll and has had significant parts in school plays. His self-confidence shows also in his extra-curricular activities. He is a talented flute player, an excellent chess player, and—in spite of those early predictions about athletics—he is a well-coordinated ice skater, water skier and swimmer. Much to the amazement of many professionals, his strongest school subject has consistently been Hebrew language, which contradicts the prediction that learning a second language for a language impaired child may be detrimental.

PARENT ADVOCACY

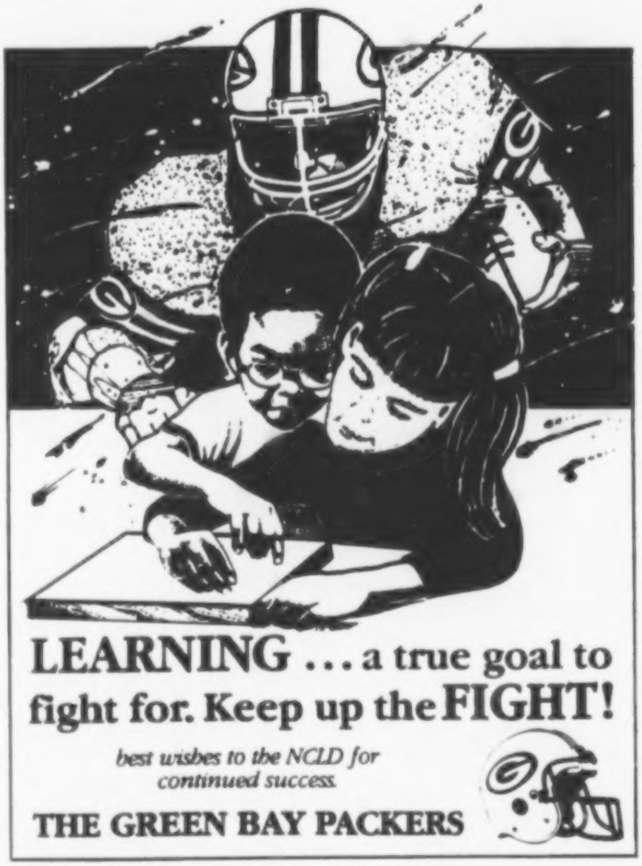
No one knows our child as we do. We learned that parents can serve a powerful role in advocation for the child and helping others understand his/her strengths.

If we had listened to the recommendations of the first team of professionals and had kept him in the Special Education School, most likely he would have fulfilled their prophecies of doom. Fortunately we were able to remove him from that negative system and all the labels and expectations that go with it.

Our pediatrician, the school and the evaluators have files on our child containing dismal test scores. We are supplementing their files with samples of his school work, copies of his outstanding report cards, and a copy of his honor roll certificate. These are accompanied by a cover letter from us asking that these items be added to his file to provide a balance.

This is our proud success story. We believe in our child. Our trust in ourselves, although shaken at times through these years, has been strengthened. Being his best advocates, we have overcome that "at risk" shadow which haunted us in his early school years. We know that his learning problems will not disappear; however, we accentuate his strengths, get the proper intervention and constantly remind our child and ourselves that he is basically very strong. In spite of his academic handicaps, he has proven that he is capable of success. This is not a miracle, but the result of patience, hard work, appropriate intervention and faith.

Editor's Note: *Miriam L. Gerstenblith is the mother of four children, three of whom have been identified as having learning disabilities. She has a master's degree in social work and is helping to organize a high school for children with learning style differences.*


LEARNING . . . a true goal to fight for. Keep up the FIGHT!
best wishes to the NCLD for continued success
THE GREEN BAY PACKERS

DON'T GIVE UP THE DREAM

by Imy F. Wax

As a parent of a learning disabled child and a therapist who provides emotional support to parents of children with learning problems, my vantage point is fascinating. It is exciting to meet other parents and dissolve the mystique of parenting a child with learning deficiencies. I am aware of their pain and despair. What I primarily offer my clients is reassurance, specific information and techniques, and a prescription to dream.

The words" learning disabilities" conjure up different pictures for the parent, teacher, psychologist/counselor and the physician. Each views the child through his experience or realm of expertise. The teacher sees the learning problems in specific areas while the psychologist is concerned with the impact of the disabilities on social growth and development. The physician is often focused on placing a label on a child strictly for medical purposes.

PARENTS NEEDLESSLY FEEL GUILT

No professional, however, can match the anguish and the concern of the parent. Many parents move through stages of shock, fright, grief and guilt when informed about their child's learning disability. Their hopes for a "perfect life" are dashed when they envision the scenarios professionals have described. Parents frequently personalize the child's troubles and emotions emerge which transcend the parents' and child's self-esteem. A child's imperfection, or "hidden handicap," may threaten our feelings of competence or self-worth. Many parents are in no condition to be rational and calm. They may feel guilt when they deserve none. Resentment and helplessness often follow. These feelings bounce back and forth from child to parent in the best of circumstances. Your child may be a problem to many people, but most of all, he is a problem to himself. He is a young person with strong feelings. When your child is depressed, you're depressed, if he's anxious, you're anxious.

As parents we need to cultivate our wishes, our plans for this child we love. Creating a set of expectations makes us "feel" that our child is normal. I have often observed how a continuous negative feedback can devastate the relationship between parents and their child. The results of each task a child takes confirms the painful truth we feel inside fear, panic and an overwhelming sense of dread. We need to seek reassurances, a strong belief that the future is open and many options are available to ensure our child a productive and fulfilling life.

SURROUND YOUR CHILD WITH POSITIVE ATTITUDES

It is important to identify and understand your child's learning disability. With this firm understanding and the fact you know your child better than anyone, you can evaluate what strategy would be the most beneficial for his or her well-being. As parents we are responsible for creating a loving and supportive environment. Surround your child with positive attitudes and the outcomes will be glorious. Our sense of self-worth will transfer to the child when we believe in ourselves.

Believing and having hope are the operative words. When faced with this crisis, we need to make a team effort to go the extra mile because the future is unknown and anything is possible. For my own daughter's sake, I have never stopped believing—believing in her or in my ability to help make things happen for her. Through the anxiety and depression we forged a dream and a vision. If one goal was not achieved, we regrouped, re-evaluated and set new goals.

None of us elected to be parents of children with learning disabilities. Our world unexpectedly turned upside down. The parent and the child are unwillingly involved when a child cannot learn. Many teachers are rigid in their teaching methods, other professionals in their visions. We must choose those who can help sustain us as we focus on the dream for our child. The search for the right person can be arduous. Parents are looking for someone who can identify, understand, and help develop effective methods for success.

AVOID THE "WHOLE TRUTH" PROFESSIONAL

Many parents encounter the professional who comes from the "whole truth" school of interpretation. This person submits the test results and long-term negative prognosis as a package deal. Believing parents should not have expectations for these children, he presents a limited future and thus subtly kills the motivation that sustains the wishes and dreams. This philosophy may be beneficial to a small percentage of parents who make excessive demands or push their child to the edge.

Other professionals could be simply inadequate, unable to supply parents with all they need to know to work with their child. These advisors not only don't offer any hope but they force the parents to become isolated, lonely decision-makers who constantly second guess themselves.

The majority of parents deserve and need a glimmer of hope in order to establish a healthy, harmonious relationship with their child. Lack of hope promotes frustration and paralyzes the will, the brain, and the movement to make things happen. We need to create an environment for our child where he can overcome his limitations. Expectations and goals for a learning disabled child are as much a necessity as for any "normal" child. The timetable may be unique, but growth and development are a reality.

I had dreams for my child that were too often challenged by individuals who stimulated panic, fear, depression and pain. But we set goals, became visionary and exerted a significant influence to compensate for the weaknesses. I did not "buy into" the overwhelming prognosis that because of her developmental lags, weak motor skills, and language deficits, her future would, unquestionably, be limited. On the contrary, knowing and taking the time to understand her learning dysfunctions, I found professionals who could give me guidance.

CLAIRE YAFFA

I had nothing to lose by remaining positive and challenging and, most of all, supportive of her every effort. She is now seventeen and a-half and preparing to embark on the next stage in her life … college. I have made things happen for her by holding fast to a dream and to a strong belief in her ability to meet each of life's challenges. I have nothing but respect and admiration for this child of mine who has succeeded where many others thought she could not.

"DO THE THING YOU THINK YOU CANNOT DO"

It was not an easy job and I would be the first to tell you about the trials and tribulations of this formidable task. I have an essential philosophy: seek out those professionals who will complement your aspirations. If there are those who only tell you to accept your child's limitations and believe your goals are totally unrealistic, there is a detrimental lack of a collective vision. Find an advocate who will empower you to believe in yourself so your child, in turn, will believe in himself. Search out a professional who will dream with you, who understands the dynamics of your family and the vulnerability of your child.

Eleanor Roosevelt once remarked: "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do." Each child deserves a chance, the best you can give. Don't give up the dream. Reclaim your child's right to a bright future.

Editor's Note: *Imy F. Wax, M.S., in addition to being the parent of a learning disabled child, is a counselor and co-author of* The K&W Guide to Colleges for the Learning Disabled *by Kravets and Wax. Harper Collins.*

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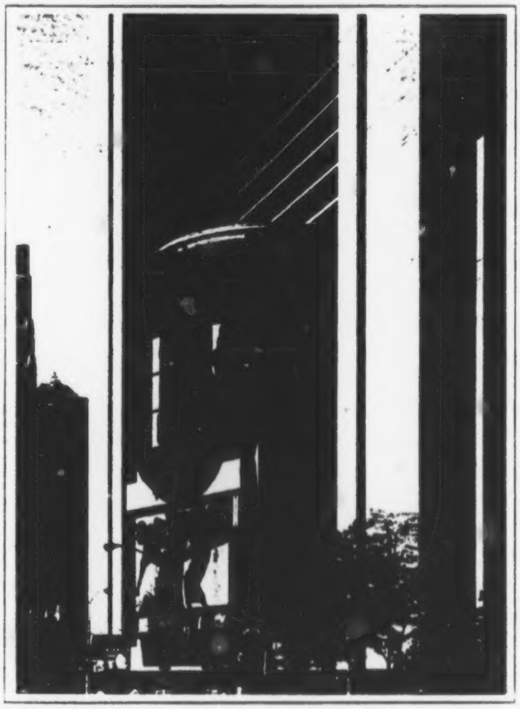

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POETRY: THE GIFT OF SPECIAL CHILDREN

Editor's Note: *Both young authors demonstrate that, in spite of numerous learning disabilities, many youngsters with LD should properly take their place among those who are thought of as "gifted". Elizabeth Lord spent 30 minutes creating her poem, and 60 minutes copying it over neatly, due to her dysgraphia. Emily Gross, age 13, wrote her poem as an English assignment, explaining to her mother that "Mr. F. wanted us to write about ourselves, but I didn't want to tell him ANYTHING about me, so I used a metaphor!" For more information on gifted/LD children, please contact: Parents of Gifted/LD Children, Inc., Bethesda, MD, (301)986-1422.*

CLAIRE YAFFA

EXPLORING NEW BEGINNINGS

by Elizabeth Lord

If I went to Asia,
to find a tiger or a bear,
it would be a beginning
of traveling here to there.

If I went to Egypt,
I'd see the King Tut's bed,
of sparkling jewels and dimonds,
gleaming oe'r his head.

If I went to China,
to claim a panda rare,
I'd let you come and see him,
and feel his furry hair.

If I went to England,
I'd meet the lovely Queen
and spending the day with her,
would simply be a dream.

If I sailed to Ancient Rome,
played in the Olympics and won,
and got a golden trophy,
it would nearly weigh a ton.

I'd like to travel round the
world,
I would go any time,
but my parents won't allow it,
you see, I'm only nine.

ME

by Emily Gross

I am like a crystal prism,
With many different sides to me,
I can only achieve my rainbow,
When someone helps to provide
me the light.

I sometimes feel as though I
have been put in a dark room,
Where light is a privilege that
must be earned instead
of a right.
And where my rainbow is not
always welcome.

Then sometimes, I feel the world
is a blank page,
And I am there to spread my
colors across it.

There are times when my
rainbow stretches halfway,
And someone else's meets mine
in the middle,
And both of our rainbows come
together to form a pot of gold
called friendship.

I hope that one day the whole
world
Will create one big cauldron
Of gold,
And everyone together,
Will share the wealth.

MY BROTHER, MY FRIEND

Anonymous

Editor's Note: *Among the most sensitive of issues in learning disabilities is the impact that the learning disability in one sibling has on the other siblings. Parents are often at a loss to know how to give equal time, and siblings often feel guilty that they cannot always empathize, as they feel they should. The following two articles illustrate this issue well. Both authors remain anonymous.*

The other day I was riding the bus on my way back from the grocery store. There were a couple of junior high school girls and a mentally retarded woman aboard the bus with me. The woman was rambling on to the bus driver about all different things. She was oblivious to the fact that the bus driver was uninterested and that the young girls were rolling their eyes and snickering between themselves. Due to her disability, she is unable to read body language. Watching this scene on the bus, I couldn't help but feel angry at the young girls and a sense of sympathy for the woman. For I grew up in a house with a learning and socially disabled brother. Even though my brother isn't as low functioning as the woman, he, too, had his share of prejudice and difficulties. I am familiar with the struggles that individuals with disabilities go through because of the ignorance of others. What I remember most is the pain and frustration that accompanied my brother while growing up, and the effects that his disability has had on my life.

MY BROTHER GOT A LOT OF ATTENTION

Having a learning/social disability affects not only your social life, but your school work and home life. Not only were these things affected in my brother's life, but in mine too. Growing up in a house with an older sibling who has a learning disability is very difficult. My brother got a lot of special attention from both my parents. My mother was always at, or on the phone with, my brother's school trying to make things better for him. She would spend hours helping my brother with his homework. My parents were good about equaling out their time on both of us, but these were the times when I tended to get jealous of him getting so much attention.

For me, the hardest part about living with him was coming to the realization that he wasn't like my friend's brothers and that we may never have that 'T.V. type' relationship. Until recently, I was never able to just go and talk to him about anything. Only a fellow sibling understands what goes on in the home, and it was hard not being able to really talk to him about these things. I felt as if I had been cheated out of something. I had been cheated out of a 'normal' brother.

IT WAS HARD FOR ME TO WATCH MY BROTHER SUFFERING

When he was younger, my brother went to special schools for his disability, but he felt ashamed going to them and was optimistic that he could succeed in a regular school. He started to attend public school in the fifth grade and continued until his senior high graduation. He did succeed, but the road was long and extremely difficult. What took most of his peers one hour to do, took him about three. He had so much motivation to do well that he was willing to work those extra hours. At night I would watch him studying both alone and with my mom. He'd struggle for hours over a certain reading assignment that I could probably do in about half an hour. Sometimes he'd ask for my help, and, of course, I would help him, but often he'd get even more irritated because I could do it so easily. It was hard for me to watch him suffering like this. All I wanted to do was take his pain away. After he'd finished, however, the look of triumph on his face would put all my worries to rest.

Because my brother had such problems in school, I always felt that I had to do well. I felt that I had to make up for what he couldn't do. It was as though I was trying to do the work of two. There was a part of me that despised him for this because I couldn't understand why he wasn't 'normal,' and deep down I had always wished that he were.

IT WAS DIFFICULT TO MAKE FRIENDS

Just as reading and writing came hard to him, so did making friends. Part of his disability

CLAIRE YAFFA

affected his social life because he acted different compared to the other kids at school, and the others knew it. Just like the woman on the bus he is unable to read body language. Not only that, but he'd ask you the same question over and over again as if he didn't hear your answer. I never saw how the kids at school treated him, but I knew it was hard for him. He didn't have very many friends. Growing up I always had a lot of them around the house. He was jealous that I had so many because he always wanted what I had. I was always embarrassed bringing them to my house because they would see my 'weird' brother and I also knew that he'd try and become friends with them. Whenever they came over, he'd talk to them and invite himself to go out with us. This made me angry because these were my friends, not his. Sometimes I'd wish that he'd just disappear.

As we each grew older, he became more respectful of my friends and me, and I became more tolerant of him. I now have him join us sometimes when we go out because I know it means a lot to him. He has become friends with some of them. Sometimes I do feel a little jealous, but I try and put my feelings aside because I know he's happy. I also know that my friends will always be my friends. I have realized that sharing them with my brother doesn't mean I have to lose them. He has been lucky enough to find a few special friends of his own who were able to see past his disability and see him for the wonderful person he really is. What is quite surprising, but wonderful, is that I have become friends with his friends and our friends are friends. Now that we each have put aside some of our jealousies, we are able to get along better together and as a group. My brother is very thankful for his friendships, and theirs for him.

I WOULD NEVER WANT TO CHANGE MY BROTHER

Even though we had some hard times, my brother has given me unconditional love and support. Whenever I get into a fight with my parents, he's always there to stick up for me. I remember the times when my parents and I would get into fights and even though he agreed with them, he still stood by me; or when we'd devise all these things to harass our baby-sitters with. More recently, the special times have included our talks and the wonderful, comforting hugs he gives me when I'm feeling down.

Just as my brother has gained a lot of strength and courage because of his disability, I have gained a better understanding for people that are not like myself. I have always known my brother to be a very kind and sensitive person. He will do anything for his friends and family. He has always taken care of me by making sure that I'm safe or happy. Even when I was mean to him and treated him badly, he still stood by me. A lot of it was because he looked up to me. It always seemed a little weird to me that an older brother would look up to a little sister, but it made me feel special. Granted, growing up we definitely had our bad times, but the good times far out-numbered them. I love him because of who he is, and I would never want to change my brother in any way. He is not only my brother, he is my friend.

Salute

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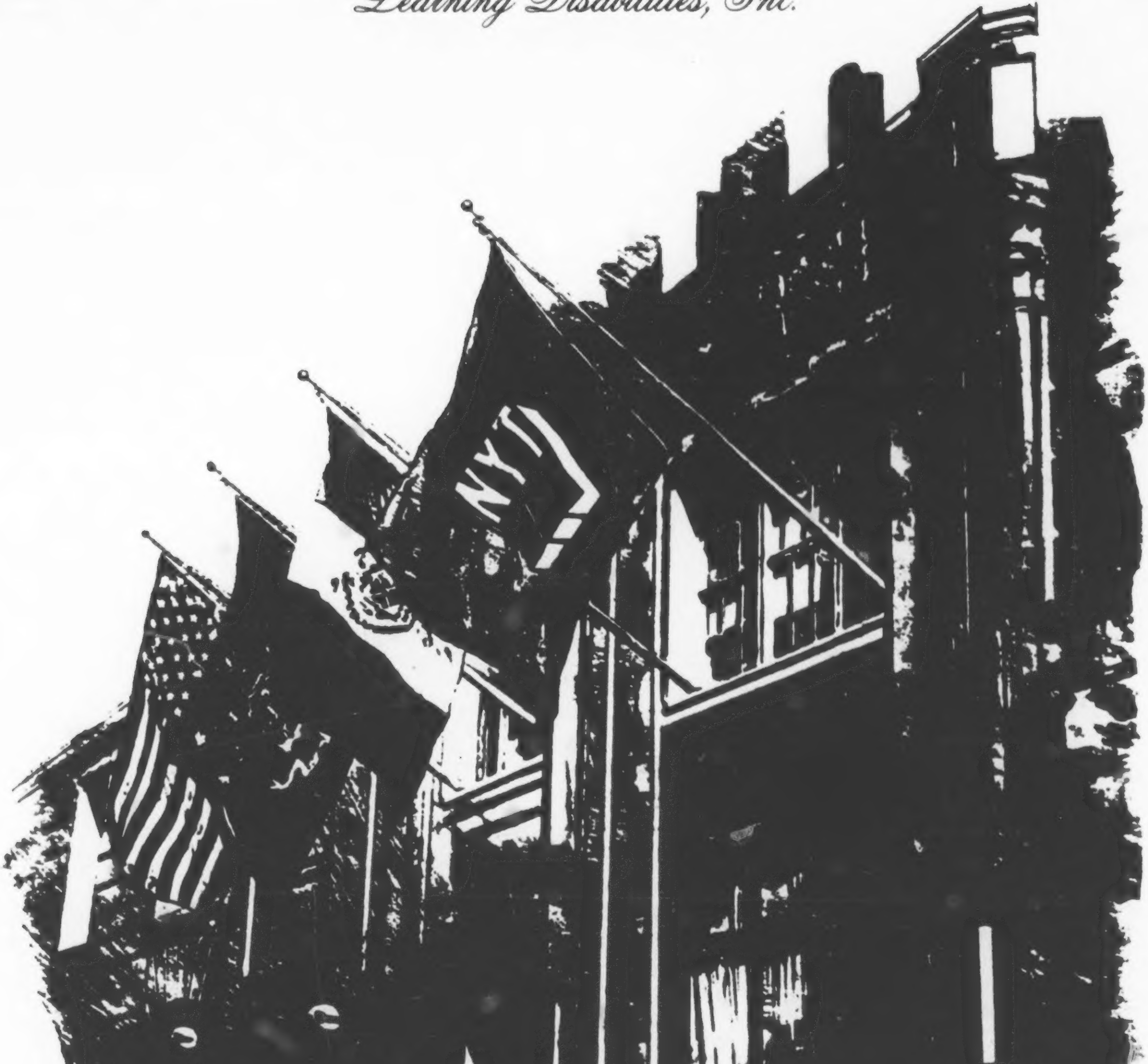

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IT ISN'T FAIR

Anonymous

Editor's Note: *The following was written by a 12-year-old girl for a school composition. Her mother shared it with Dr. Betty Osman, Chair Emerita of NCLD's Professional Advisory Board. Dr. Osman presented it for publication in* Their World *as a poignant example of how many children must feel when a sibling has a learning disability.*

CLAIRE YAFFA

Most brothers are not considered a handicap. My brother is different. Maybe it's because he has a handicap, that I consider him a handicap. He has a learning disability. People thought he was strange. They told me I didn't know what to say. If they thought he was strange, I must be strange, too.

When he was in elementary school, people told him he was retarded. He would come home and ask what it meant. My mother would tell him it didn't mean anything, to just ignore them.

When I used to walk home from school with him, kids used to throw rocks at him or pick a fight. One time, a kid that was at least 3 years older than him, gave him a good punch right in the stomach. He was only in 3rd grade. I nearly cried right there and then.

Sometimes I feel like I am being neglected, so he can get some attention to talk to my mom. I felt left out, closed in; I needed somebody to talk to, to let out how I feel. My mom was always in and out, doing things for C.H.I.L.D. (an organization for children with learning disabilities).

One day I just walked into the kitchen where my mom was cooking dinner, and cried. I couldn't help it. I had to let out what had collected inside of me and reached the breaking point. She took me in her arms and hugged me. Just being near her helped. We talked for awhile, and she understood me. I began to understand better what I was dealing with. From then on, my mom and I would have these short chats after school or when I was in bed, and she was coming into kiss me good night.

Brian is in 8th grade, (two years older than me), and he picks on me sometimes. The reason he does that is because he gets that kind of stuff in school, except worst. He comes home and lets his anger out on his family. I told my mom it wasn't really fair. She said, "I know. You'll have to live with it. Nothing in life is fair." Even though I didn't understand it that well at the time, I think it's coming into my mind, little by little.

Brian is a very smart boy for his age and has many good ideas. Because of his problem, his ideas aren't thought of too much.

Brian's hand-writing is bad. My mom and dad bought a typewriter for him for Christmas. It was only his and I didn't think it was fair. I *only* got to use it if he wasn't using it. I loved to type and wanted to take a typing course to make sure I was doing it the right way. Brian had already taken two.

After all I've told you about Brian, you must think I wouldn't want to have a brother like that (but I'm really glad I have Brian.) He has taught me to deal with people who are different. He's taught me how it really feels to be the but of the jokes. He showed me a new path I never would have known was there unless I had him for a brother. In a way my brother is a handicap, and in a way he's everything I'd ever want.

The New York Football Giants Salute The National Center for Learning Disabilities

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SUPER BOWL XXV

A MESSAGE FROM NCLD'S CHAIR

Continued from Inside Front Cover

promising programs that address the full-scale needs of individuals with learning disabilities. The programs are chosen to be replicated regionally or nationwide. This year's Replication Projects included the Project OZ Drug Education Program developed by Project OZ, of Bloomington, IL; The Family-School Collaboration Project, developed by The Ackerman Institute for Family Therapy in NY, NY; TIPS—Tactics for Improving Parenting Skills, for parents of LD children, developed by the University of North Carolina in Charlotte; and The Garside Institute for Teacher Training language arts program for LD children developed at The Carroll School in Lincoln, MA.

Cooperative efforts with other organizations, such as the Cities in Schools dropout prevention program, have grown, enabling NCLD to maximize its impact nationally. NCLD also continues to maintain strong working relationships with the other major national organizations concerned with learning disabilities, including the Learning Disabilities Association of America (LDA) and The Orton Dyslexia Society (ODS). NCLD participated in LDA's Summit on Educational Reform in February, and is participating as a member of ODS's Task Force on Effective Teaching Methodologies.

PUBLIC OUTREACH, COMMUNICATIONS AND ADVOCACY

NCLD's broad-based, year-round public information program, reaches the media, other service providers, community leaders and the general public. This past year, NCLD has worked with a growing number of television and radio stations, newspapers and magazines to develop features on learning disabilities. In addition to THEIR WORLD, NCLD communicates directly with the public through quarterly Newsletters and other informative materials.

NCLD has also been active in participating in a number of legislative initiatives over the past year, including the reauthorization of the following laws or programs: the Individuals with Disabilities Education Act (IDEA); the Office of Education Research and Improvement; the Vocational Rehabilitation Act; the Higher Education Act; the Administration on Drug Abuse and Mental Health (ADAMHA); and Head Start legislation requiring literacy and child development training for parents in the program.

SPECIAL THANKS

These widespread programs and accomplishments have been achieved because of the dedicated and tireless work and support of NCLD's friends and volunteers. I want to thank each of you for your contributions and participation in our endeavors on behalf of all children and adults with learning disabilities.

I express heartfelt thanks also to our devoted Board of Directors, Professional Advisory Board, and staff, who provide the guidance and professional expertise underlying all of NCLD's efforts. My appreciation and respect for your roles in our organization multiply each year.

My sincere thanks and best wishes,

Anne Ford

Anne Ford, Chair

CLAIRE YAFFA

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from
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THINKING ABOUT COLLEGE

PHOTOS BY CLAIRE YAFFA

THE LD STUDENT SEARCHES FOR THE RIGHT COLLEGE MATCH

by Marybeth Kravets

DREAMS, WISHES, AND GOALS

Whether learning "abled" or learning "disabled," students have dreams, wishes and goals, but learning disabled students have brains that cannot always express themselves in a traditional way. However, with earlier diagnosis and the opportunity and ability to learn compensatory skills, LD students are seeking a college education in greater numbers than ever before. The college search process has become more complex, with over 500 colleges offering a variety of services or programs for the learning disabled. Students and their parents should work together with the high school counselor and special education department to explore options, gather information, and continually assess the achievement level of the students, in order to make appropriate educational decisions.

CONTINUUM OF SERVICES

There is a continuum of services and programs available in post secondary educational settings to accommodate the varying degree of needs. Some students may progress through several of these options while other students may go directly [illegible] four year college environment.

The options include:

- **Post-grad year;** a fifth year in high school
- **Transition program;** non-academic, life skills oriented
- **Compliance services;** offered in 2 or 4 year colleges; accommodations according to federal law
- **Supportive environments;** in a college setting; often nurturing, but no specific program
- **Comprehensive services;** in a college setting; moderate support, voluntary on the student's part
- **Highly structured LD program in a college setting**

SEARCHING FOR A MATCH

Searching for the appropriate college match for LD students requires many of the same strategies, techniques, assessments and knowledge used in the search process for students who are learning " abled." Teachers, case managers, guidance counselors and parents are important team members in identifying appropriate educational options.

Which LD students will be more successful in a four-year college or better served in a two-year college, a transition program or a post-grad high school program? There is no crystal ball that can predict the future, but several key issues should be considered in the search process to match student needs with appropriate colleges.

IDENTIFYING PRIORITIES

The college view books show exciting glossy pictures of fun on campus and outstanding facilities. College videos highlight academic offerings, extra-curricular activities, dorm life and comments from happy students and exceptional faculty. These are, of course, priorities when choosing a college.

But the LD student must consider other priorities as well. If a highly structured program is necessary for continued success, that must be on top of the priority list. If, for instance, small classes are important or course substitutions may be needed, these must be placed high on the priority list. Ultimately, the final list will include colleges that will meet the students' academic, extra-curricular, and social needs. Not all LD students can handle any college, and services and programs do not guarantee success. However, having priorities in order will provide a better chance of making a successful match between student and college.

ACADEMIC READINESS

Academic readiness can be assessed by a review of the student's high school curriculum. It is important to consider the level and types of courses taken in high school. Not every student begins high school taking college preparatory courses. Many colleges admit students who have taken some special education courses in high school, but also look for evidence of mainstreaming.

College professors often teach without regard to the level of ability of the students in the class, and students are held responsible for what they should have learned in high school. Therefore, it is imperative to assess the level of readiness of the LD student in regard to college level academics. Colleges may offer tutorial assistance, curriculum modifications, precollege courses, and study skills, but the fact remains that students will need to be prepared to tackle difficult courses. Only a few colleges offer remedial or individualized courses, and students will need exposure to mainstreamed, college preparatory courses in high school to be prepared for the level of academics in college.

SELF-ADVOCACY

Another issue that needs to be reviewed during this college search and selection process is the students' ability to self advocate. College bound LD students must be comfortable with their learning disability.

Can the student:

1) describe the disability and how it impacts on academics?
2) identify strengths and weaknesses, and what subjects are easier or harder?

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3) describe services used in high school and services needed in college?
4) show utilization of resources to develop better skills in studying, test taking, organization, note taking and writing?
5) use a spell checker if spelling is a weakness?
6) use a computer to accommodate poor handwriting?
7) use a tape recorder for processing difficulties?
8) acknowledge to teachers that more test time may be needed or a distraction free environment might be necessary?

The student's ability to self-advocate is a major step to success in college.

TO DISCLOSE OR NOT TO DISCLOSE

To disclose the learning disability on a college application is often a concern for parents and students. A learning disability should not be camouflaged or buried in an application. Colleges do not deny admission because a student has a learning disability. Not only is this illegal, it is impractical. LD students are successful students and work with determination and motivation. Disclose the disability and document this disclosure with recommendations that describe the learning disability and strategies used to compensate for learning differences. Students should include their own personal statement, pointing out

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their perspective of their learning history, strengths, weaknesses and goals.

THE COLLEGE VISIT

How will students and parents know what level of services or programs are really available on a college campus? How can students determine if the college climate and the academic level of competitiveness is really appropriate? Researching colleges can be very time consuming, and not everyone will be able to make college visits, to some or all of the colleges on their lists. However, nothing can replace a campus visit to experience the campus first-hand. Junior year is not too soon to begin campus visits, as some colleges require early applications for special support programs. Usually colleges will not begin reviewing applications until fall of senior year. A campus visit should include tasting the food, touring campus, meeting students, attending classes, visiting the bookstore and student center, meeting the director of student support services, and gathering information about admission requirements and exit requirements.

INTERVIEW

Sometimes an interview is an essential part of an admission decision for the LD applicant. This interview should be viewed as an opportunity to research the college and to determine if the college would be a good match. The interviewer is interested in gathering information that will be useful in making an admissions decision. *The interviewer may ask:*

1) When was the learning disability diagnosed?
2) What services will be needed in college?
3) How does the disability affect learning?
4) Can the student describe the disability?

The interviewer will be documenting whether:

1) questions are answered by student or parent
2) the student exhibits motivation
3) the student has realistic goals
4) the student shows signs of independence

Students and parents may ask:

1) What are the admission requirements?
2) Can course requirements be waived or substituted?
3) Is there an alternative admissions plan?
4) What testing is required and how recent?
5) Who interprets test results?
6) Who is responsible for admission decisions?
7) Are there fees for services?
8) Is there a limit on tutoring?
9) What are the credentials of the service providers?

ACT/SAT

LD applicants are often concerned about the importance of the ACT or SAT. Rarely will any college base an admission decision solely on the result of any standardized test. Many factors are used to determine admissibility, and for LD students, psycho-educational testing becomes far more useful in predicting the potential for success in college. All colleges accept non-standardized administration of the ACT or SAT.

However, if a student has never taken other tests untimed in school, has not utilized resources in high school, and has not received special education services, then it is very important that an explanation be included to identify why the tests were taken non-standardized. Not all LD students should take these tests non-standardized. Seek the advice of the special education department or guidance counselor to determine if additional time, oral tests, tests on tape, enlarged type or other accommodations would be beneficial.

HOW COLLEGES MAKE ADMISSION DECISIONS

Colleges make admission decisions in many different ways. Colleges with structured support programs for LD students usually allow the service provider to review applications and make decisions or give recommendations. These programs typically require special applications, interviews, ACT/SAT testing results, auxiliary testing such as, WAIS-R or Woodcock Johnson, recommendations, personal statement, and sometimes special testing on campus. The student's transcript provides important information regarding courses taken in high school, academic achievement and upward trend in grades. Colleges offering moderate services may request a recommendation on admissions from the service provider. In colleges providing compliance services, the service provider is usually not involved in the admission process, and the decision rests with the admissions office.

A denial from a college does not necessarily mean the student cannot attend the college. Sometimes there are "windows" which allow admission in a different way. This could translate into a summer admission, conditional admission, special program, or a limited course load admission. It is appropriate to inquire about alternative admission options.

Students ultimately should apply to several colleges, allowing for at least one automatic admit, that is one college in which admission is just about guaranteed. There are many colleges which offer "open door admission," meaning there are no specific entrance requirements. Sometimes these colleges can provide the most appropriate services or programs for LD students. Naturally, during the admissions process, the possibility exists for some disappointments in the form of a college rejection. However, if there is no "room at some inns," there will be acceptances at other colleges. LD students need good counseling, current information and resources, and active involvement from the student and family to determine what colleges are a good match.

LD STUDENTS CAN CONSIDER COLLEGE

There are 1.9 million elementary and secondary school students diagnosed with learning disabilities. The future is bright for these students. They need to understand their disabilities, be proud of their accomplishments, be willing to be challenged, and motivated to become independent learners. LD students should use this "label" positively to receive appropriate services, develop compensatory skills, and pursue their dreams, wishes and goals.

Editor's Note: *Marybeth Kravets, M.A., is the college consultant at Deerfield High School, Deerfield, Illinois, and is the co-author of the* K&W Guide to Colleges for the Learning Disabled *by Marybeth Kravets and Imy F. Wax, Harper Collins, 1992.*

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Let no children be demeaned,
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because of our ignorance or inactivity;

Let no adults be deprived of discovery,
because we lack the resources to
discover their learning differences;

Let neither children nor adults—ever—
doubt themselves or their minds because
we are unsure of our commitment.

LEARNING DISABILITIES IN THE COLLEGE SETTING: A DIFFERENT BALL GAME THAN HIGH SCHOOL

by Stephen S. Strichart

I am frequently surprised to find how many high school students with learning disabilities (LD students), and their parents, think that college is just a slightly more difficult version of high school. From this perspective, the major challenge is to get accepted into college. I don't agree with this perspective. I've found that given a little persistence, and in some cases a lot of money, most LD students can get into a college somewhere, albeit not always one of their first choices. The major challenge is not that of being accepted, but of being successful. Unfortunately, LD students are often poorly prepared for the increased demands of college.

IMPORTANT DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

1. Public Law (PL) 94-142 no longer applies.

In high school, PL 94-142 mandates a free and appropriate education delineated in an IEP that spells out specific services. LD students receive these; they don't have to seek them out. This law does not apply at the college level. Instead, there is **Section 504 of the Rehabilitation Act of 1973**, a far reaching, but rather nonspecific law. To gain access to accommodations and services through this law, LD students must document and make their disability known, and in many cases, identify the assistance they need to succeed in college, and then self-advocate to get this assistance.

2. There is much less structure.

Programs for LD students at the high school level are extremely structured and supportive. Students take a specified schedule of classes that is the same each day. The same group of peers are in most of their classes. Teachers consistently review their expectations and monitor student progress. This is not the case in college, where each day's schedule can vary widely, and each class consists of a different group of students. College professors rarely take attendance, check to see if reading assignments are being done, or concern themselves with the quality of the notes being taken by students. Students have to analyze each class and professor to determine what will be required for success. This varies from class to class.

3. There is greater academic competition.

Unlike going to high school, going to college is a voluntary matter. Poor achievers and unmotivated students rarely reach the college campus. Consequently, students moving on to college find themselves in a "bigger pond" where peers have higher abilities and drive, and teachers have higher expectations. Memorization may have carried the day in high school, but high level analysis and synthesis is what is needed now. In terms of both the quality and the quantity of their work, LD students must be more productive than they have ever been before.

4. There is a need for greater independence.

The nature of high school LD programs tends to foster dependence in students. This presents a major problem in the college setting, where students are required to function in a relatively independent manner. High school students don't have to declare a major, and for the most part, their course of study is prescribed. This, of course, changes dramatically in college. College students must make

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important career choices, and must carefully plan their sequence of courses, to include selecting from an imposing array of elective courses. They must make good use of the many hours they are not in class, and learn to fully utilize the many learning resources available on campus. Further, students must learn to establish and maintain work and study schedules, while balancing their academic and social lives. Decision-making and problem-solving skills become paramount.

MAKING THE ADJUSTMENT TO COLLEGE

Many of the recommendations that I offer may seem obvious and almost trivial. This may be true in the case of typical college students, but not for LD students. One thing my experience working with LD students has taught me is to never assume anything. With this proviso, I offer the following recommendations for college LD students.

1. Make your needs known.

Colleges are not required to seek out and identify LD students. What they are required to do is to respond to the needs of those students once they are identified. Consequently, LD students should make their needs known right from the beginning. They can do this by registering with the appropriate academic unit, and by discussing their needs with their professors in an open and positive manner. Once they understand the nature of an LD student's problem, most professors will do everything reasonable to assist the student to succeed in their class.

No one knows the needs of LD students better than the students themselves. Experience is the best teacher, and LD students have had much experience coping with the problems posed by their disability. Consequently, it is the students who are in the best position to articulate their special needs. While various support personnel on campus are willing and able to advocate for students with their professors, this is best done by the students. Professors may be leery of official forms apprising them of accommodations to offer to a given student. They may feel put upon or even intimidated when apprised that they are required by law to provide various accommodations. This is generally not a problem where a student personally makes his or her needs known in a non-threatening manner, offering suggestions as to how they can easily be met by the professor. Where necessary, LD students should stand behind their rights in an insistent, but reasonable manner.

2. Provide your own structure.

LD students must realize the importance of shifting from a reactive to a proactive student style. They must quickly determine the expectations of each of their professors and how best to meet these expectations. Ideally, students will meet with their professors before the semester begins. At this time they can obtain reading lists and course requirements, enabling them to prepare for the beginning of classes and get a head start on some of the work. Once they have determined what each course requires, students must establish priorities for the use of their study time, devoting more time to difficult subjects. They must gather and organize the materials and resources they need for each course.

Planning and consistency become crucial. Students must develop and stick to an individualized study plan for each of their courses. This plan must be responsive to the academic calendar and the due dates for all exams and assignments. Students must plan ahead to allow sufficient time to complete all work as and when required.

3. Increase your effort.

College requirements are both quantitatively and qualitatively greater than those experienced by students in high school. Consequently, LD students must apply themselves in a concerted and efficient manner if they are to succeed. Students used to an hour or so of homework each night must now be committed to spending two to three hours in preparation for each hour of class. While memorizing and repeating information in written or spoken form may have sufficed in high school, most college professors require students to demonstrate the ability to analyze, synthesize, and apply information to solve problems.

LD students should strive to improve their skills in a number of areas. They will need to develop an effective textbook reading strategy, devise effective study routines, and become more effective test takers. They will need to make full use of the library as a learning resource and become adept in the use of resources such as the dictionary, thesaurus, and encyclopedia. Certainly, they will benefit by developing word processing skills. Overall, LD students must become "active" students who rewrite their lecture notes, take written notes from their texts in their own words, and integrate information from a variety of sources. Further, LD students should seek help from their peers as appropriate. Teaming with a student who is doing well in a course can be very helpful when reviewing notes, writing and editing papers, and preparing for tests.

4. Become independent.

The college experience involves far more than just continued academic preparation. It is a time when LD young adults must make important personal decisions about their career and life goals. At first, LD students should not attempt to make decisions completely on their own.

Seeking the advice of a faculty advisor and utilizing career counseling services can help students to begin to identify the appropriate bases for the important decisions they must make. As they begin to make choices about a major and course of study, LD students initiate the process of becoming fully independent adults. Each time they make decisions regarding which electives to take, how to manage time between classes, and with which groups and organizations to become involved, these students move further toward independence. LD students must become increasingly willing to make decisions on their own, ultimately claiming full ownership and responsibility for their decisions. LD students will undoubtedly find college to be more difficult than high school. But by being prepared for the differences between high school and college, and taking steps to accommodate to these differences, LD students can not only succeed in college—they can excel.

Editor's Note: *Stephen S. Strichart, Ph.D., is Professsor of Education in the Department of Educational Psychology and Special Education at Florida International University. He is co-author with Charles T. Mangrum, Ed.D., of* Peterson's Guide to Colleges with Programs for Students with Learning Disabilities, *now in its third edition.*

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A LANDMARK DECISION– COLLEGE STUDENTS FACE UP TO DYSLEXIA

by Kevin Coburn

Doug Killin was diagnosed with dyslexia early in life. But his school system in Kentucky failed to respond to his educational needs, and by the time he reached high school he was placed in special education classes. "I was labeled 'disabled," he remembers. "I was basically just pushed through the system — the school really didn't know how to deal with the problem."

A creative young adult whose intelligence is in the high average to superior range, Killin spent most of his senior year playing basketball in the school gymnasium, and graduated without ever having read a book.

BETTER LANGUAGE SKILLS A MUST FOR COLLEGE SUCCESS

After an unsuccessful stint at a state university, Killin realized he needed to develop better language skills if he were ever going to graduate from college.

"I was always told I needed to buckle down, but my teachers didn't understand that I didn't know how to buckle down. I needed some strategies," he said.

Then Doug Killin found Landmark College.

What follows, describes the strategies utilized at Landmark to enable talented students like Doug Killin to achieve their learning potential.

CLAIRE YAFFA

Landmark College was established seven years ago as the nation's first and only college exclusively for students with dyslexia or specific learning disabilities. Located on a bucolic 125-acre campus in southern Vermont, Landmark has developed a unique model for educating bright college-aged students like Doug Killin who have a history of frustration in the classroom.

The Landmark program begins with small class size, about six students per course. Tables in most classes are arranged in a rough semicircle, lending an atmosphere of interaction and collaboration.

Most students take five courses, including a one-on-one language skills tutorial, each semester. Every class meets for four and a half hours per week, providing much more instructional time than classes at a typical college. Three to five hours of homework a day are considered a normal load.

In order to minimize distractions that inhibit students' work, quiet hours in the dormitories are closely observed. The college has a strict no alcohol policy, and students are required to live on campus.

It is an intensive program, one that some students have described as an academic "outward bound" course.

"Most students come to understand that there is no easy way around their dyslexia. If they can commit themselves to a program like this, they can succeed on their own terms," says Jim Baucom, academic dean at Landmark.

Jeroo Eduljee, academic director, has worked at Landmark for six years. She notes that one small success early in a student's semester can provide a foundation for continued development.

"By and large, students accept what's happening here because it's working for them," she said. "When students have the sense that they can do the work, you start to see the confidence grow. You start to see them believe in themselves."

A SAFE PLACE TO BE

For the first time, many students find themselves living and working with others who have experienced similar difficulties in school. Most are familiar with the humiliation that comes from standing in front of a class and stumbling through an oral report, or staring at an empty computer screen, struggling to translate thoughts into a coherent essay.

"Some dyslexic students tend to resist efforts to help because they don't react well to being sent to "catch-all" special education classes," says Doug Killin. "Forcing kids to go to a special education class where everyone is thought to be 'slow' is tough to handle for an adolescent. At Landmark, everyone is in the same boat—it is a safe place to be."

Some Landmark students have only recently been diagnosed with a learning disability when they begin their studies, and experience a jumble of emotions associated with confronting the obstacles presented by dyslexia. In fact, says Jon Bolaski, director of counseling at Landmark, these students inevitably struggle with a period of re-evaluation of their work and potential.

A NEW SET OF ASSUMPTIONS ABOUT THEMSELVES

"In a sense, these students have lost someone—they've lost their old selves," he says. "There are many confusing emotions involved when they realize they are starting their lives with a new set of assumptions."

Self-knowledge is an important ingredient in a Landmark education. Rather than using bypass methods, the curriculum is designed to help students understand their disability and meet it head on. A visitor strolling through Landmark classrooms will not see students listening to books on tape, taping class lectures or taking oral tests. Instead, students use the same tools any college student would use: pens, paper, notebooks and computers.

"Our basic assumption is that with the proper support, students can learn to function in the classroom just as successfully as non-dyslexic students do," says Baucom.

Landmark students frequently comment that they actually work more efficiently than some of their non-dyslexic peers because they have so thoroughly internalized study skills. One student, a recent graduate of Hobart College, felt that his rigorous preparation in study skills and time management at Landmark gave him certain advantages over non-dyslexics.

Early in their education at Landmark, students learn to use the "master notebook system," adapted and expanded from a technique used at the Landmark School in Pride's Crossing, Massachusetts. The notebook represents a larger process that incorporates study skills, time management techniques, critical thinking techniques, and a systematic approach to notetaking.

During the course of a day, each student meets one-on-one with a tutor. The tutor is not the student's intellectual caddy, but a trained professional staff member who works as a mentor to guide the student on specific language skills and strategies for completing work more efficiently. The tutor understands the student's learning style and capitalizes on the student's strengths to address weaknesses, which may include reading, reading comprehension, vocabulary, spelling, oral and written expression, study skills and organization.

Each student also has an academic advisor who is directly responsible for his or her educational programs. Advisors meet regularly, sometimes daily, with their advisees, and generally take responsibility for shaping their individual educational program. Advisors work with each student to plan courses, provide assistance with time management and organization, and work with faculty and residential staff to set up effective intervention strategies when problems arise.

A STRONG TEAM APPROACH

This multi-layered base of support cannot be maintained without constant communication among classroom teachers, tutors and advisors.

"That's one of the most important parts of the program—we have a strong team approach," says Baucom. "People are there to intervene early and effectively, and to make sure that students have every opportunity to succeed."

For Doug Killin, the culmination of his academic success came last year when he graduated from Keene State University in Keene, New Hampshire with a degree in psychology.

"I remember getting back a paper I wrote for a psychology class," Killin says. "The professor gave a speech about how bad the class' writing was. But afterwards, he singled out me and a few other students and told us what he said didn't apply to us. That let me know how far I had come."

Editor's Note: *Kevin Coburn is Director of Publicity and Publications at Landmark College, Putney, Vermont. Landmark students can take credit courses leading to a fully accredited two-year associate degree in general studies, as well as non-credit courses emphasizing written and oral expression, reading and listening comprehension, critical thinking, vocabulary development, mathematics and effective study methods.*

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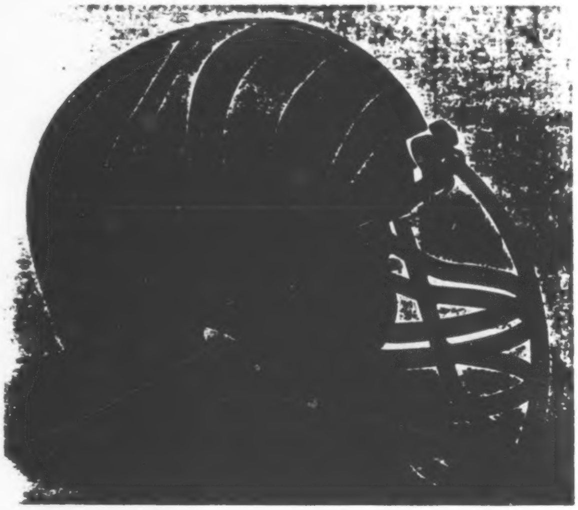

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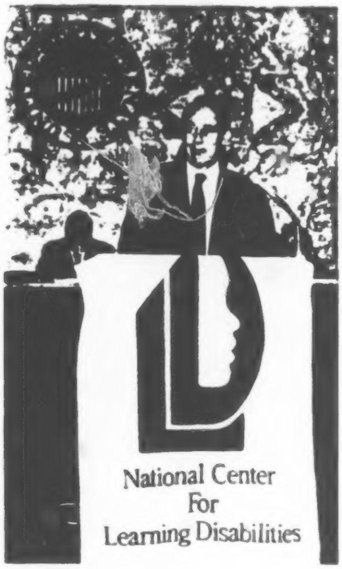

Upper Left: Kaity Tong, Co-Anchor of WTIX-TV's 10 O'Clock News in New York City (center) conducted a two-part news series on learning disabilities, including interviews with Dr. Betty Osman (left), Chair Emerita, NCLD's Professional Advisory Committee, and NCLD Chair Anne Ford. Middle Left: Carol Jenkins, Anchor and Correspondent, WNBC-TV News 4 New York, was Mistress of Ceremonies at NCLD's Westchester County (NY) Forum on Learning Disabilities (LD).

NCLD in Washington: Lower Center: Senator Orrin Hatch (R-UT), at left, and Senator Christopher Dodd (D-CT) co-hosted NCLD's Capitol Hill Reception on LD. Upper Right: Senator Robert Dole (R-KS) co-hosted the Capitol Hill Forum on LD. Lower Right: Panel participants at the DC Forum included: (left to right) Bernard Charles, Thomas McGee, Dr. Betty Osman, Dr. Mark Griffin, Anne Ford, Patricia Laird (representing co-host Congressman Major Owens, D-NY), Dr. Judy Howard and Dr. Arlyn Roffman.

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NCLD BOARD OF DIRECTORS

DEDICATION TO JOYCE M. BLACK (1926–1992)

This issue of *THEIR WORLD* is dedicated to Joyce Black. Some individuals make a profound difference and they touch so many other lives in very broad and deep ways. Joyce Black was such a person, and NCLD was the very appreciative recipient of her enormous interest, dedication, intelligence, and love for all.

A member of NCLD's Board of Directors, Joyce brought a special wisdom and passion, which, among other things, guided NCLD into the arena of Public Policy. As Co-Chair of NCLD's first Public Policy Committee, she was instrumental in opening doors for NCLD in both Washington, D.C. and Albany, NY.

This cheerful, highly energetic, and courageous woman will long be remembered at NCLD as she will be by the numerous other organizations for whom she devoted her time and energy. She cared deeply about children in need and championed their cause long before it became popular. All of us at NCLD are enormously grateful to have known her—she gave so much to us, and to the many children with learning disabilities NCLD strives to help.

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NCLD'S PROFESSIONAL ADVISORY BOARD

by Dr. Mark J. Griffin, Chair

The Professional Advisory Board serves an important function in the structure of the National Center for Learning Disabilities. It provides a synthesis of the important trends and issues in the field of learning disabilities so that NCLD can focus its efforts on issues of considerable importance. This year the Professional Advisory Board is paying particular attention to the complexity of early childhood intervention and assessment, the transitions from one level to another in school and in the workplace, and the considerable needs of children with LD amongst the culturally diverse communities in this country. NCLD is exploring ways to be involved in each of these themes in meaningful, useful ways.

The Professional Advisory Board comprises an unusually credible and diverse group of professionals and activists in the field of learning disabilities. They bring a wide array of experience and understanding which ensures a comprehensive examination of LD issues. The Professional Advisory Board meets twice a year and during the course of the year reviews promising practices for possible replication on a national basis, with financial and technical support from NCLD. Many members of the PAB have participated in a variety of seminars and workshops offered by NCLD this year, including the Capitol Hill Forum on Learning Disabilities in Washington, D.C.

NCLD is grateful to the members of the Professional Advisory Board for their hard work, consistent enthusiasm and time so freely given.

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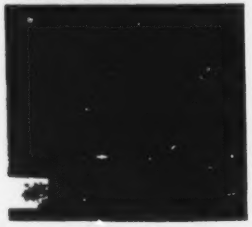

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Effie P. Simmonds, Ed.D.

THE NCLD JUNIOR COMMITTEE

by Alexander Gardner, Chair

NCLD is very proud of the dedication and spirit of the Junior Committee, a group of 50 young adults, who help support NCLD's mission to ensure that children with learning disabilities achieve their potential. The Junior Committee (JC) holds several fundraising events each year to help support NCLD's many programs and services, and assists NCLD with its major fundraising event held annually.

Last spring the JC held a fundraiser at "Wildlife," an Upper West Side night spot in New York City, and this past fall, the JC threw a Halloween party at "Live Psychic," a dance club on the Upper Eastside of New York City. With raffle prizes, costume contests, party bags and admission charges, both parties were tremendous successes and helped raise money to fund the Junior Committee's brand new JUMP program.

Through JUMP (Juniors Undertaking Manhattan Pleasures) the Junior Committee members, in a partnership with Grand Street Settlement, provide role models for 25 Special Education students from Junior High School 22 on the Lower Eastside of New York City. The JUMP volunteers take the students on different trips throughout NYC once a month. Past trips have included: a New York Mets Game, a trip to an indoor batting cage, Ice Skating, Roller Skating and the Movies.

If anyone is interested in joining in on the fun, please contact the Junior Committee Chairman, Alexander Gardner, at NCLD.

Junior Committee Members at a fundraiser.

NCLD Junior Committee Members with young people from the JUMP Program.

NCLD STAFF

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Director of Marketing & Communications, & Managing Editor of THEIR WORLD: *Janet Weinstein*

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THE GIFT OF LOVE GALA

NCLD'S 1992 BENEFIT

Hundreds of NCLD's friends and supporters joined together to celebrate extraordinary "Gifts of Love," created for the organization's annual benefit in January, 1992 and donated by 25 nationally renowned celebrities. The celebrities designed and filled heart-shaped boxes with gifts, which were auctioned by Robert Woolley, senior vice president of Sotheby's, who volunteered his services.

This unique concept attracted a broad cross-section of talents. Among them were clothing and floral designers, a food critic, artists, architects and an actress. Contributors, in part, included: Adolfo, Arnold Scaasi, Cartier, Donald Sultan, Gael Green, Peter Max, Pure Madderlake, Robert Rauschenberg and Whoopi Goldberg.

Many thanks to Benefit Chair, Anne Ford, Vice-Chair, Angela P. Abelow, Honorary Chair, Mrs. Nelson A. Rockefeller, the Benefit Committee and the many other contributors, with special thanks to Board Member, John Gantz, Jr. and wife Elaine.

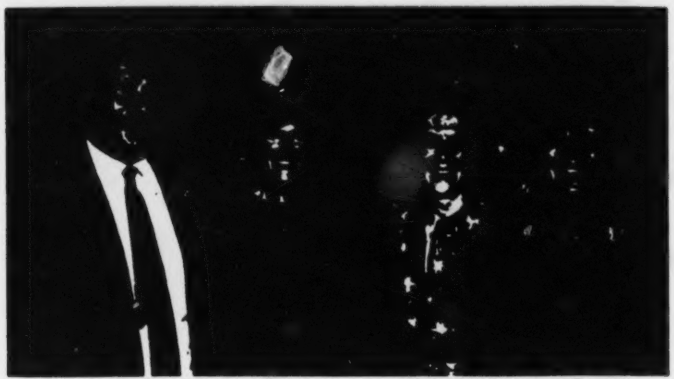
Benefit photography compliments of Harold Hechler.

Rayma Griffin with husband, Mark, Chairman of NCLD's Professional Advisory Board, enjoying the evening.

"Gift of Love" heart box designers join together with NCLD Chair Anne Ford (center). Left to right are: Donald Sultan, Claire Yaffa, Mrs. Ford, Melissa Meyer, John Newman.

Renowned expert in the learning disabilities field, Rick Lavoie presented a dynamic speech communicating what it means to have learning disabilities.

Left to Right: Jerry McGee, Executive Vice President, Managing Director of Ogilvy & Mather in Los Angeles, with John Gantz, Jr. NCLD Board Member, and Elaine Gantz, Benefit Committee member.



Left to Right: Herbert Abelow with wife, Angela, NCLD Vice-Chair and Benefit Vice-Chair, Anne Ford, and Ann Sullivan, Benefit Committee member.

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NCLD PRIORITY STATEMENTS

Prepared by NCLD's Professional Advisory Board

EARLY DIAGNOSIS AND INTERVENTION

NCLD believes that many learning problems can be prevented or treated successfully when children are diagnosed early. Teachers, parents and clinicians who recognize risk factors in children will be able to identify those children who will need help. They will acquire a good understanding of the needs of such children. When children are identified early, the prognosis for avoiding or resolving learning problems is greatly enhanced. Conversely, the longer identification is delayed, the more likely the child will be to encounter difficulty in school.

The Office of Special Education and Rehabilitative Services Seventh Annual Report to Congress noted that:

> "Studies of the effectiveness of pre-school education for children with disabilities have demonstrated beyond doubt the economic and educational benefits of programs for young handicapped children. In addition, the studies have shown that the earlier intervention is started, the greater is the ultimate dollar savings and the higher is the rate of educational attainment by individuals with disabilities."

With funds for special education vulnerable to budget cuts, professionals, parents and policy makers who are well-informed are our best means of ensuring that the learning disabled get the help they need at the time they are likely to be most responsive.

Understanding risk factors is critical for containing and managing LD. Often learning disabilities are chronic, continuing throughout the school years and beyond. Because learning disabilities are often subtle, they may be overlooked or misdiagnosed. Consequently, the learning disabled sometimes fail to receive the services they need.

The National Center for Learning Disabilities believes that all learning disabled individuals from infancy through adulthood deserve access to resources and services. Because that is not currently the case, NCLD is committed to promoting broad public awareness of LD. NCLD supports a variety of early intervention efforts, including training seminars, publications and video tapes for parents, teachers and policy makers, and the replication of promising programs.

PARENT EDUCATION

NCLD recognizes that parents are the first and most important teachers of their children. The family is the chief socializing agent in the child's life; it is in the family that the child develops, or fails to develop, a sense of safety and belonging. It is here that children learn from parents and siblings the value of becoming contributing, productive members of the larger society.

Parents of children with learning disabilities share all the responsibilities of parenthood and in addition they often feel isolated and inadequate. We believe that these parents should be supported in their efforts to become effective advocates for their children within the family as well as within the schools and the community.

No one knows a child better than his parents. Children who know that their parents are strong advocates for them have a basis for developing a sense of competency and self-esteem.

The successful parenting of a learning disabled child first involves learning what LD is and what it is not.

- Learning disabilities manifest themselves in many ways and they produce recognizable behaviors.
- Children with LD are found in every class, race and ethnic group.
- Neither the parent nor the child is to blame for the disability.

Parents need help in grasping the nature of the child's difficulties in learning and in accepting them. They need support for the long-haul of working with, and for, their child. Parent support groups, conferences, and books and periodicals can help parents through this process. One of the most important things parents can do is to become partners in their child's education and to work cooperatively with school personnel.

"There are no easy answers." Being a parent of a learning disabled child is a time-consuming job. It requires investigating alternative learning methods, developing advocacy skills, and learning to observe, to listen, and to know when to intervene. Parents who have an open and flexible approach to problem-solving usually find the process less difficult.

When a child has a learning disability, it affects the entire family. Non-LD siblings and relatives may need help in understanding and accepting the special treatment the LD child receives. This may create additional problems for the parents, who may be accused of playing favorites or who may find that coping with the learning disability saps their own feelings of worth.

Parents may help their LD child and other family members by emphasizing the LD child's strengths. Often LD children have special gifts in art, music, drama, athletics or in a particular academic area.

In cooperation with other national organizations, NCLD is committed to fostering parent awareness of LD. Awareness includes these factors:

- **Differentiating between learning disabilities and other causes of academic and social problems.**
- Knowledge of the rights of the learning disabled as specified in federal and state laws.
- Access to resources for information, for diagnosis and for treatment of learning disabilities.

The National Center for Learning Disabilities believes that, as the child's primary teacher, the parent should be aided to the fullest extent in providing effectively for his learning disabled child.

TEACHER TRAINING

NCLD believes that the key to the development of a positive learning environment—for *all* learners—is the teacher. We believe that teaching practices and principles that are good for the learning disabled student are good for all learners.

Such good principles and practices include:

- Sensitivity to and understanding of the uniqueness of each learner.
- Differentiating between behaviors that are environmentally or culturally caused and those caused by learning disabilities.
- Thorough mastery of the skills and content to be taught and of the nature of learning and the learner.

We believe that teachers can be the most significant influence in the life of a student, and that teachers therefore need to have the broadest possible training.

Successful teachers are life-long learners. They explore a variety of instructional approaches in their efforts to fit the curriculum to the child, rather than the child to the curriculum.

Our schools and teachers are expected to assume an ever-increasing number of responsibilities, including many previously accepted by the family and the community. We must support our teachers from whom we demand so much by providing them with opportunities to increase their knowledge and their skills in working with students, parents and colleagues responsibly and effectively.

NCLD endorses preservice and inservice teacher training which emphasizes child development, assessment of learning strengths and weaknesses, individualizing instruction to meet students' needs and sensitivity to the differences among learners.

At its highest level, the teacher-student relationship can be magical. Teachers can, and often do, change lives, inspiring their students to reach for the stars. The National Center for Learning Disabilities is committed to quality education for all, knowing that the needs of the learning disabled will be well-served when teachers are enabled to serve all students more effectively.

TRANSITIONS

NCLD recognizes that change is difficult for most people. For those with learning disabilities (LD) it is likely to be even more difficult. LD children and adults may be affected by minor shifts in daily routine; major transitions may produce marked anxiety and even panic.

Among the most significant transitions young people face are those which occur at the end of high school or postsecondary school, and when entering the world of work and independent living. Each of these changes means facing new people and new situations, and LD young adults usually need special support.

School to School

LD high school students should have personal counseling and guidance in selecting postsecondary programs. These students need help in understanding their learning disabilities, in becoming advocates for themselves, and in selecting appropriate courses. Counselors should help students identify their interests and set realistic goals. LD students often need assistance in identifying educational institutions which provide the services and accommodations they will need if they choose to enroll in a postsecondary school.

School to Work

LD students entering the job market from high school or from a postsecondary program should be encouraged to have a full vocational assessment. They need personal and career counseling, placement services, and training in general work habits and job-related skills.

Work to Work

When LD young adults change jobs, vocational counseling should be made available to them. Among those moving from one job to another will be some with previously undiagnosed learning disabilities. If a disability is suspected, such individuals should be provided with a full diagnostic evaluation, including an evaluation of prior work experience and a review of vocational aptitudes and goals. They will need counselling to help them understand what learning disabilities are and to accept the fact that they are affected by LD.

School to Independent Living

As LD young adults move into postsecondary education or into the workplace, they encounter issues of independent living. They have to organize their time and space, manage their money, attend to the details of daily living, and deal with roommates and landlords. Many LD youth require direct training in these life and social skills and such training should be an integral part of their high school special education.

What Can You Do To Help?

Those who teach or employ individuals with learning disabilities also require special services, usually in the form of seminars and workshops designed to heighten their awareness of LD and to acquaint them with the laws and regulations which spell out their responsibilities to the learning disabled.

To work effectively with the learning disabled, teachers at all levels need to be conversant with the federal mandate to provide program accommodations. Workshops which present specific methods for making such accommodations will help teachers to serve the learning disabled in an informed and understanding manner.

Employers likewise will be more receptive to hiring those with LD when they participate in awareness and training workshops which emphasize the potential productivity of appropriately placed and supervised learning disabled employees.

All employers should familiarize themselves with the Americans With Disabilities Act and determine how it applies to their particular operation.

Parents, social workers and mental health professionals play an important and continuing role for many LD young adults who, as part of their transition to adulthood, must learn to live independently.

The National Center for Learning Disabilities is committed to helping all those who work with and care for young adults attain a better understanding of the transition needs of these young people.

National Center for Learning Disabilities
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The direct cost of materials received by members is estimated at $12, and is not tax deductible.

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This year THEIR WORLD *has included this special section for messages from Service Providers. We will continue to do this in each upcoming issue of* THEIR WORLD.

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Janet M. Lavoie, Director of Admission and Placement
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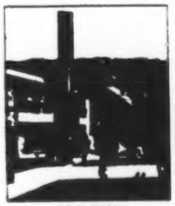
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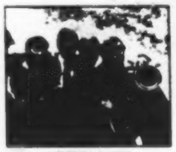
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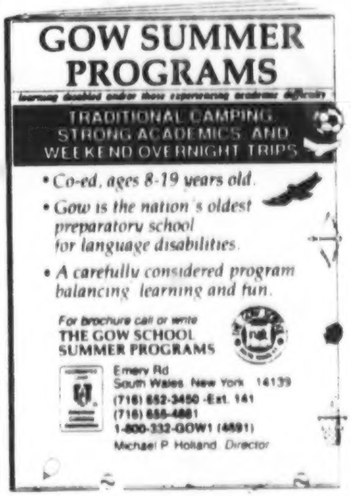

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Program II **"The Summer Transition Program" June 27 – August 6, 1993**

This comprehensive program is designed to provide high school graduates with learning disabilities an opportunity to earn four credits toward graduation: attend a 'mainstreamed' content course; participate in frequent learning strategies seminars; use a microcomputer; and learn how to advocate for themselves. Now in its third year, this program is a must for *any* student planning on attending a competitive college in the fall.

For a brochure on LD Support Services and fee information for the summer programs contact: Dr. Loring Brinckerhoff, Ph.D., Director LD Support Services, 19 Deerfield Street, Boston University, Boston, MA 02215 or call: 617-353-6880.

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Public Broadcasting Service
1320 Braddock Place
Alexandria, VA 22314-1698

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TECHNOLOGY & COMPUTER SOFTWARE

The National Center for Learning Disabilities is often asked to recommend computer hardware and software, and other technological devices, which are helpful to children with learning disabilities. NCLD's policy is not to endorse specific materials, but the following are offered as suggestions.

COMPUTER HARDWARE:

Book *Wise:* by Xerox Imaging Systems (XIS)

Xerox Imaging Systems (XIS) is a leading provider of reading machines for individuals who are blind, visually impaired, dyslexic, reading disabled, or have other difficulties accessing print. For nearly two decades, **XIS Kurzweil Reading Machines** have provided the technology which allows users to access printed material.

Book*Wise* is an interactive computer-based tutoring system that enables individuals with reading disabilities to improve their reading skills. The printed page becomes accessible by scanning printed materials, displaying and reading them aloud. Book*Wise* accomplishes this by incorporating XIS's Intelligent Character Recognition (ICR). ICR goes beyond normal character recognition by looking at the features of the character as well as the word itself for context verification. ICR also uses artificial intelligence to "learn" as it scans without operator intervention.

The Book*Wise* development team at XIS has worked closely with educators to ensure that the design of the product best meets the needs of people with reading disabilities. Book*Wise* is easy to learn and use. It increases reading comprehension and decoding skills. Book*Wise* elevates the vocabulary of the student. It combines visual, auditory and kinetic interaction.

System Requirements: PC-based, running on IBM or 100% compatible, 640K minimum base memory, and includes XIS's Intelligent Character Recognition (ICR) software, scanner interface card, and a DECtalk™ card and speaker. **Contact XIS at: (800) 248-6550, or (508) 977-2000.**

Lexia "Touch and Learn" Reading Programs and "Assess" Diagnostic Reading Tests: by Lexia Learning Systems, Inc.

These two educational tools, originally developed for children with learning disabilities, focus on and develop the word attack skills which pose the most difficulty for beginning readers. They are designed to diagnose specific phonic and decoding problem areas and to provide additional training, when necessary, to reinforce automatic word recognition. Lexia software is able to span the broad range of learning abilities of beginning readers. It allows each user to advance at his or her own pace, ensuring that one reading concept is mastered before advancement to the next. The two programs have been developed by experienced education specialists for use by other educators.

The tools' methodology is to develop work attack skills through student/computer interaction using structured sequential methods which integrate auditory and visual processing and require manual responses. Their applications are to function as an effective method of reinforcement for teaching early reading skills to people with learning disabilities, problem readers, non-readers, bi-linguals; and to serve as supplementary curriculum in traditional and whole language reading programs.

For more information: 1-800-43-Lexia (1-800-435-3942)

Language Master (LM-6000SE) Special Edition: by Franklin Electronics

First hand-held *speaking* dictionary and complete English language resource for those with Special Needs. The Special Edition contains an expanded dictionary and thesaurus from Merriam-Webster with over 300,000 definitions, 500,000 synonyms, spelling correction for 110,000 words, an electronic grammar handbook—plus it ***pronounces*** all of the information on the screen that a sighted person can see. It reads every word aloud, pronounces each letter as it is typed, speaks complete definitions, reads all help screens out loud, and contains a speaking personal message list. Total user customization including variable character sizes and adjustable voice speeds is provided. The Special Edition character sizes and adjustable voice speeds is provided. The Special Edition comes complete with cassette and print instruction manual, headphones, 4 AA batteries, AC-Adaptor and carrying case. **Contact Franklin: Mindy Savar Fendrick (609) 261-4800; Jill Goldman (212) 486-6780.**

COMPUTER SOFTWARE:

********** MATH **********

Math Blaster Plus
Grades: 1–8
Publisher: Davidson
Four different learning activities cover more than 600 math facts in: addition, subtraction, multiplication, division, fractions, decimals, and percents.

Stickybear Math I
Grades: 1–4
Publisher: Weekly Reader
Problems are presented with animated groups of objects to hold children's attention. Every time kids get a set of problems right, they help get Stickybear out of one of ten sticky situations.

Race Car 'Rithmetic'
Grades: 1–7
Publisher: Unicorn
Featuring addition, subtraction, multiplication and division, the graphically stimulating design provides great motivation with its race car format. Very little on-screen reading is required, and the large type is excellent for younger children.

Money
Grades: 3–8
Publisher: Gamco
Money is an easy-to-use supplemental practice program in computational skills involving money. It can be used independently by students to learn how to determine how much change there should be from a given amount of money.

Stickybear Word Problems
Grades: 3–8
Publisher: Weekly Reader
Helps children master simple math problems in sentence form. This program gives practice in deductive skills as well as arithmetic skills, using mathematics adapted to everyday situations.

***** LANGUAGE ARTS *****

The Children's Writing and Publishing Center
Grades: 2–8
Publisher: The Learning Co.
This easy-to-use desktop publishing system features sophisticated word processing, picture selection, and page design capabilities. Children can create illustrated reports, stories, letters, newsletters, awards, signs, and much more.

Where in the USA is Carmen Sandiego
Grades: 4–12
Publisher: Broderbund
This sequel to the popular "Where in the World is Carmen Sandiego" will help children develop language and problem solving skills as they analyze clues to hunt down the villainous Carmen and her gang. A Fodor's USA travel guide is included in the package.

Vocabulary Challenge
Grades: 2–12
Publisher: Mindscape
This program has four different games that will reinforce word association, analogy, recognition, classification and meaning for over three thousand words.

Reader Rabbitt and the Fabulous Word Factory
Grades: K–3
Publisher: The Learning Co.
Reader Rabbitt is a reading readiness program that allows children to focus on three-letter words having a consonant-vowel-consonant pattern. Colorful graphics and lively animation, rather than text, guide children through the word factory. Reader Rabbitt allows LD students practice in processing areas such as visual perception, eye-hand coordination, spatial awareness, and visual memory.

***** MISCELLANEOUS *****

The New Print Shop
Grades: 2–8
Publisher: Broderbund
The Print Shop designs signs, greeting cards, banners, invitations, and much more. This program is very user friendly with border designs, abstract patterns, a special calendar creator and a graphic editor for creating original designs.

The Playroom
Grades: PreK–3
Publisher: Broderbund
By exploring the Playroom, children start to learn about numbers (counting, object-numeral, correspondence, addition, subtraction and estimating), letters (recognition, upper and lower case matching, phonics, beginning letters, and spelling) telling time, art and creativity, strategy and logic.

Think Quick!
Grades: 3–8
Publisher: The Learning Co.
Think Quick! helps children develop critical thinking and reasoning skills as they explore over 100 rooms in the Castle of Mystikar. This fast-paced and highly interactive adventure game challenges players to overcome a variety of obstacles and solve intricate maze puzzles.

The Game Show
Grades: 1–8
Publisher: Advanced Ideas
The Game Show uses the TV game show Password's format to reinforce learning of information, vocabulary and thinking skills. Two players or two teams can compete, or one player can compete with the computer.

Test-Taking Made Easy
Grades: 7–12
Publisher: MCE
Using creative high resolution graphics and a distinctly personal style of instruction, Test-Taking Made Easy has five practice programs on preparing for tests, following test directions, and how to answer true-or-false, multiple choice, and fill-in-the-blank test items.

Stickybear Typing
Grades: K–8
Publisher: Weekly Reader
Stickybear helps children practice typing and word processing skills with jokes, riddles and action games. This program offers thirty different skill levels in each of three games.

Memory Match
Grades: 1–4
Publisher: Hartley
This concentration game requires careful observation and thinking, but has an element of fun that will encourage children to play again and again. Categories include: matching words, finding opposites, matching digits to number words, rhyming words and homonyms.

Editor's Note: *These suggestions have been made available by the Cambridge Development Laboratory. The specific hardware/type of computer required for each program varies. For that information and purchasing information, call Cambridge Development at 800-637-0047.*

THEIR WORLD MAGAZINE RESOURCEFUL PARENTS' LIST 1993

NCLD
99 PARK AVENUE
NEW YORK, NY 10016
212-687-7211

UNDERSTANDING LEARNING DISABILITIES

Learning Disabilities (LD) are frequently a "hidden handicap", and the effort required to process information often causes the person with LD to respond differently from others in daily living situations. Early diagnosis, appropriate intervention and support can make all the difference to an individual with LD. People with LD may demonstrate one or more of the following characteristics:

- difficulty with reading, writing, speech and mathematics;
- difficulty with perception of time and space;
- problems with concentration and attention;
- impulsive behavior; difficulty with short-term memory;
- socialization problems;
- difficulty with fine motor coordination;
- low self-esteem;
- difficulty with organization.

While not necessarily always present with learning disabilities, attention deficits are often associated with them.

A FEW IMPORTANT FACTS

- Individuals with LD represent an estimated 10% of the total population in the U.S.
- Individuals with LD have average or above average intelligence, and many are gifted.
- LD affects each person differently.
- LD appears to run in families and frequently more than one family member has learning disabilities.
- LD cannot be outgrown, but can be compensated for.

TIPS FOR PARENTS

No two children with learning disabilities are exactly alike—there can be a wide range of symptoms. The primary characteristic of a learning disability is a significant difference between overall intelligence and achievement in some areas.

SCHOOL:

If you recognize warning signs of LD:

- Request diagnostic assessment by the school psychologist. A diagnosis of learning disabilities entitles your child to services of Public Law 94-142.
- Request copies of the assessment and a clear explanation of your child's strengths and weaknesses. Parents are entitled to copies of all tests, including I.Q.
- Following diagnosis of LD the school must design an Individualized Education Plan (I.E.P.) for your child.
- Make sure each teacher follows the I.E.P. If you are not satisfied with your child's progress after a reasonable period, you can request an impartial hearing to amend the I.E.P.

HOME

Establish a caring relationship with your child. Make sure the child and siblings understand the learning disability. Create a family support system to help your child build on strengths and find ways to move around deficits. This not only brings achievement in studies but helps self-esteem. Keep directions simple and brief—repetition is often necessary. Help your child organize daily routines and homework assignments. Encourage independence and self-motivation. Develop a sense of humor.

LD AND THE LAW

P.L. 94-142

The Education for All Handicapped Children Act of 1975

This law mandates a free appropriate public education for all children with disabilities at public expense. It ensures due process rights by requiring that the public educational system inform parents of the procedures that can be followed to obtain such education under the law.

It mandates education in the least restrictive environment with non-disabled children when appropriate, and requires Individualized Education Programs for each child with a disability, among other things. It provides the core of federal funding for special education and attempts to assess and ensure the effectiveness of efforts to educate children with disabilities.

P.L. 98-199
The Education of the Handicapped Act Amendments of 1983

This law reauthorizes the discretionary programs and establishes services to facilitate the transition from school to work for youths with disabilities through research and demonstration projects. It provides funding for demonstration projects and research in early intervention and early childhood special education.

It also creates parent training and information centers where trained advocates can provide clarification and information for parents about education and their rights. For information about the parent resource center in your state contact:

Martha Ziegler
Federation for Children with Special Needs
Technical Assistance for Parents Programs
95 Berkley Street, Suite 104
Boston, MA 02116
Phone 617-482-2915

P.L. 99-372
The Handicapped Children's Protection Act of 1986

This law provides for reasonable attorneys' fees and costs to parents and guardians who prevail in administrative hearings or court when there is a dispute with a school system concerning their child's right to a free, appropriate special education and related services.

P.L. 99-457
The Education of the Handicapped Act Amendments of 1986

This law mandates services for preschoolers with disabilities and creates the Part H program to assist states in the development of a comprehensive, multidisciplinary and statewide system of early intervention services for infants and toddlers birth to age 3. It also reauthorizes the discretionary programs and expands transition programs. Contact your state Education Department for details on eligibility and services provided.

P.L. 101-476
Education of the Handicapped Act Amendments of 1990 or the Individuals with Disabilities Education Act of 1990 (IDEA)

Besides changing the name of the Education of the Handicapped Act to the Individuals with Disabilities Act (IDEA), the 1990 EHA amendments replace the term "handicapped" with the term "disabilities" and expands the general definition of children with disabilities to include children with autism and traumatic brain injury.

Other changes include: a new definition of transition services; a requirement that the Individualized Education Plan (IEP) include a statement of the required transition services and assistive technology for students; an addition of "rehabilitation counseling" and "social work services" to the definition of "related services;" and a greater emphasis on outreach to meeting the needs of children with disabilities from minority backgrounds.

P.L. 93-112
The Rehabilitation Act of 1973 (amended by P.L. 98-221 in 1983, P.L. 99-506 in 1986, P.L. 100-630 in 1988 and P.L. 102-569 in 1992)

The purpose of this law is to develop and implement through research, training and other services a comprehensive and coordinated program of vocational and independent living for individuals with disabilities in order to maximize their employability, independence, and integration into the workplace and the community. This law primarily serves adults and youth who are transitioning into employment settings. For more information, contact your state or local education or employment agency.

Section 504:

This law also contains *Section 504* (civil rights provision) which specifies that a person with a disability has a guaranteed right to education, employment, health care, welfare, or any other public or private service in programs or activities receiving Federal assistance. Many students with disabilities (especially those with ADD/ADHD) have been denied services under special education but are now receiving accommodations in the regular classroom under Section 504.

P.L. 102-119
Individuals with Disabilities Education Act of 1991

This law amends Part H of the Education of the Handicapped Act of 1986, which previously established the early intervention program for infants and toddlers with developmental delays from birth to age three. It expands the law to allow states to also include children 3 to 5 who are experiencing developmental delays without having to label them as having any specific disability.

It also permits funds for programs of early education for infants and toddlers who are at risk of having substantial developmental delays if early intervention services are not provided, especially to low-income, minority, rural and other underserved populations and to support statewide projects to change the delivery of early intervention and special education and related services from segregated to integrated environments.

P.L. 100-407
The Technology-Related Assistance for Individuals with Disabilities Act of 1988

Passed to help states develop comprehensive, consumer responsive programs of technology-related assistance and to extend the availability of technology to individuals with disabilities and their families, this law will help people with learning disabilities access computers and other such devices.

P.L. 101-336
The Americans with Disabilities Act of 1990

Based on the concepts of the Rehabilitation Act of 1973, this law guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services and telecommunication. The ADA is the most significant federal law assuring the full civil rights of all individuals with disabilities.

This law will directly assist persons with learning disabilities by providing for "reasonable accommodations" such as job restructuring, part-time or modified work schedules, equipment modification, appropriate adjustments or modification of examination, training materials of policies and the provision of qualified readers or interpreters.

FICTION BOOKS WITH AN LD THEME FOR CHILDREN

Aiello, Barbara & Shulman, Jeffrey. *Secrets Aren't Always For Keeps.* Chicago, Ill.: Twenty-First Century Books, 1988. (grades 3-6)

Blue, Rose. *Me and Einstein Breaking Through the Reading Barrier.* New York: Human Sciences Press, 1979. (grades 3-6)

Carris, Joan. *Aunt Morbelia and the Screaming Skulls.* Boston, Mass.: Little Brown & Co., 1990. (grades 4-6)

DeClements, Barthe. *Sixth Grade Can Really Kill You.* New York: Scholastic, Inc., 1985. (grades 4-6)

Fassler, Joan. *One Little Girl.* New York: Human Sciences Press, 1969. (grades 2-4)

Gehret, Jeanne. *Eagle Eyes: A Child's View of Attention Deficit Disorder.* Fairport, New York: Verbal Images Press, 1991. (grades 1-3)

Gehret, Jeanne. *Learning Disabilities and the Don't Give Up Kid.* Fairport, New York: Verbal Images Press, 1990. (grades 1-3)

Gilson, Jamie. *Do Bananas Chew Gum?* New York: A Minstrel Book, 1980. (grades 4-6)

Janover, Caroline. *Josh A Boy with Dyslexia.* Burlington, Vt.: Waterfront Books, 1988. (grades 2-5)

Kline, Suzy. *Herbie Jones.* New York: Puffin Books, 1985. (grades 4-6)

Kraus, Robert. *Leo The Late Bloomer.* New York: Windmill Books, 1971. (picture book for all ages)

Martin, Ann M. *Yours Turly Shirley.* New York: Scholastic, Inc., 1988. (grades 3-6)

Moss, Deborah M. *Shelly the Hyperactive Turtle.* Maryland: Woodbine House, Inc., 1989. (grades 2-5)

Shreve, Susan. *The Flunking of Joshua T. Bates.* New York: Scholastic, Inc., 1984. (grades 2-5)

Smith, Doris Buchanan. *Kelly's Creek.* New York: Harper Collins Publishing 1975. (grades 2-5)

Wolff, Virginia Enwer. *Probably Still Nick Swanson.* New York: Scholastic, 1988. (grades 6-12)

NON-FICTION BOOKS WITH AN LD THEME FOR CHILDREN

Cummings, Rhonda, & Fisher, Gary. *The School Survival Guide for Kids with LD.* Minn.: Free Spirit Publishing, Inc., 1991. (grades 5-12) Audio cassette of book available.

Levine, Mel. *Keeping a Head in School.* MA, Educators Publishing Service, Inc. 1990.

Nadeau, Kathleen G. & Dixon, Ellen B. *Learning to Slow Down and Pay Attention.* Annandale, Va.: Chesapeake Psychological Service. P.C., 1991. (grades 2-6)

BOOKS FOR PARENTS AND TEACHERS

Bloom, Jill, *"Help Me to Help My Child,"* Little, Brown and Company, 1990. A sourcebook for parents of LD children.

Dane, Elizabeth, *"Painful Passages,"* NASW Press, 1990. For Social Workers assisting LD children.

Dias, Peggy S., *"Diamonds in the Rough,"* Infancy to college reference guide on the LD child.
Slosson Educational Publications, Inc.
P.O. Box 280, East Aurora, NY 14052
Toll free phone: 1-800-828-4800

Fisher, Gary and Cummings, Rhoda, *"The Survival Guide for Kids with LD,"* Free Spirit Publishing, Inc., 1990. Also available on tape cassettes

Healy, Jane, *"Your Child's Growing Mind,"* Doubleday and Company, Inc., 1987. A Parents guide to learning from birth to adolescence.

Kelly, Kate and Peggy Ramundo, *"You Mean I'm Not Lazy, Stupid, or Crazy?!—A Self Help Book for Adults with Attention Deficit Disorders"* Tyrell & Jerem Press, 1993.

Levine, Mel, *"Developmental Variation and Learning Disorders,"* Educators Publishing Services, Inc., 1987.
75 Moulton Street,
Cambridge MA 02138-1104

Levine, Mel, *"Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders,"* Educators Publishing Services, Inc. 1990.

Lipkin, Midge, *"The School Search Guide to Private Schools for Students with Learning Disabilities,"* Schoolsearch, 127 Marsh Street, Belmont, MA 02178, 1989.

Osman, Betty B., *"Learning Disabilities: A Family Affair,"* Warner Books, reprinted 1989.

Osman, Betty B., in association with Henriette Blinder, *"No One to Play With,"* Random House, reprinted 1989.

Smith, Sally L., "*No Easy Answers, The Learning Disabled Child at Home and at School,*" Bantam (paperback), 1981.

Smith, Sally L., "*Succeeding Against the Odds,*" Jeremy Tarcher, Inc., St. Martins Press, 1991.

Understanding Learning Disabilities: A Parent Guide and Workbook. (1991) The Learning Disabilities Council, Inc., P.O. Box 8451, Richmond, VA 23226 804-748-5012.

Vail, Priscilla, "*About Dyslexia, Understanding the Myths,*" Modern Learning Press/Programs for Education, 1990.

Vail, Priscilla, "*Smart Kids with School Problems,*" E.P. Dutton, 1987.

Vail, Priscilla, "*Common Ground: Whole Language and Phonics Working Together.*" Modern Learning Press/Programs for Education, 1992.

Vail, Priscilla, "*Learning Styles: Food for Thought and 130 Practical Tips.*" Modern Learning Press/Programs for Education, 1992.

Weiss, Elizabeth, "*Mothers Talk about Learning Disabilities,*" Prentice Hall Press, 1989.

VIDEO AND AUDIO TAPES

We Can Learn: Understanding and Helping Children with Learning Disabilities, the exciting new video series on 1/2" VHS videotape, with its accompanying study guide, is full of good news for children with LD. Produced by the National Center for Learning Disabilities in cooperation with WNBC-TV, New York. ***We Can Learn*** is an important resource for parents, teachers and professionals. In language that is easy to understand, the five, 8 to 10 minute segments tell you: what learning disabilities are; their impact on the individual, family, school and community; all about the assessment process; the legal rights of children with learning disabilities; and how to get the right services for the child. **Video Series and Guide available from NCLD for $39.95, plus $3.95 shipping and handling**

F.A.T. CITY, by educator Rick Lavoie, is an exploration into the world of difficulties faced by children with learning disabilities. By using visual and language aids, and the language of the classroom, Mr. Lavoie conducts a class consisting of parents and teachers and shows them what it is like to feel the "Frustration, Anxiety, and Tension—F.A.T. CITY"—some children with learning disabilities face. **The Video is available for $47.88, pre-paid, which includes shipping and handling, from CACLD, 18 Marshall St., South Norwalk, CT 06854. (203) 838-5010.**

Issues of Parenting Children with Learning Disabilities is a collection of audiotapes featuring 12 of the most popular programs from The Lab School of Washington's Lecture Services for parents and professions. The six tapes have a lecture on each side and can be purchased as a series or individually. The tapes include:

- **No Friends, No Fun–The Social Problems of Learning Disabled Children** by Larry B. Silver, M.D., and **Confidence in Parenting** by Milton F. Shore, Ph.D.
- **I Wish My Kid Was Normal** by Patricia O. Quinn, M.D. **Learning Disabled Children Build Character** by Sally L. Smith
- **Attention Deficit Disorder: Controversies and Treatment** by Larry B. Silver, M.D., and **Which Pre-Schoolers are at High Risk for Learning Disabilities?** by Neela M. Seldin, M.Ed and Patricia O. Quinn, M.D.

For a complete listing and more information, contact The Lab School of Washington (202) 965-6600.

ORGANIZATIONS AND RESOURCES

The National Center for Learning Disabilities (NCLD) promotes public awareness about learning disabilities. NCLD provides resources and referrals to services and schools on a national level to a wide range of parents and professionals. NCLD's legislative advocacy, publications and educational training seminars assist parents, educators, physicians, nurses, social workers, psychologists and others in this country and abroad.

Membership Information:

Individuals, parents and professionals are invited to become members of NCLD. Please return the membership application in the front of this issue, or call or write for a membership application. Annual members receive the annual magazine *Their World* and periodic newsletters, and new members receive a special information kit on LD, in addition to these items. You can also order additional copies of *Their World* magazine.

Publications/Products:

Their World, published annually, is the only comprehensive publication in the field describing true life stories about ways children and adults cope with learning disabilities. *Their World* is widely used for inservice teacher training and accreditation courses for physicians, nurses, childrens' librarians and social workers. Youth serving agencies, such as Girl Scouts USA, Boy Scouts and Y's, include *Their World* in training packets for volunteer and professional youth leaders. Bulk rates are available for conferences and training workshops. Call (212) 687-7211.

During 1992 NCLD officially launched the first national computerized information and referral service on learning disabilities.

The NCLD five-part video series and training package on learning disabilities, *We Can Learn: Understanding and Helping Children with Learning Disabilities,* is available for $39.95 plus $3.95 for shipping and handling. Contact NCLD, 99 Park Avenue, New York, NY 10016.

Seminars:

NCLD initiates seminars each year, focused on critical LD issues and awareness raising for specific professional, parent and voluntary groups. These have included: attorneys; probation, corrections and police officers; Family Court Judges; law students; schools nurses; educators; parents; employers and corporate employee assistance personnel; librarians; religious educators; corporate and foundation grantmakers.

OTHER ORGANIZATIONS

NCLD works with the following organizations to promote public awareness about learning disabilities, encourage research, legislative action, and information and referral services for families who have children or adults with learning disabilities.

American Bar Association Child Advocacy and Protection Center
1800 M. Street
Washington, D.C. 20036
Howard Davidson, Executive Director
(202) 331-2250. Send for Manual for Attorneys— *Representing Learning Disabled Children* by Bogin and Goodman ($10). Written with a grant from the NCLD.

ASHA—American Speech, Language, Hearing Association
10801 Rockville Pike
Rockville, MD 20850
(800) 638-8255

C.H.A.D.D.—Children with Attention Deficit Disorders (National)
1859 N. Pine Island Road, Suite 195
Plantation, Florida 33322
(305) 384-6869

The Attention Deficit Information Network, Inc.
475 Hillside Avenue
Needham, MA 02194
(617) 455-9895

Council For Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660.

***Learning Disabilities Association of America* (LDA),** 4156 Library Road, Pittsburgh, PA 15234, (412) 341-1515. A membership organization of professionals and parents devoted to advancing the education and well-being of children and adults with learning disabilities. Their literature inventory lists over 300 publications on learning disabilities which are purchasable through the national office. Local and state chapters also publish materials, sponsor events and are an excellent resource in your immediate area. We recommend their free booklet, *Taking the First Step to Solving Learning Problems*. Get on the mailing list for LDA *Newsbriefs*.

National Council of Juvenile and Family Court Judges
P.O. Box 8978
Reno, Nevada 89507
(702) 784-6012
Send for the Bench Book on learning disabilities for juvenile and family court judges. Written with a grant from NCLD. *Juvenile and Family Court Journal: Learning Disabilities and the Juvenile Justice System*. Available from NCLD for $6.

(N.I.C.H.C.Y.) National Information Center for Children and Youth With Disabilities.
P.O. Box 1492
Washington, D.C. 20013
(703) 893-6061

The Orton Dyslexia Society (National)
Chester Building, Suite 382
8600 La Salle Road
Baltimore, MD 21204
(410) 296-0232
A professional and parent membership organization offering leadership in language programs, research and publications, all related to dyslexia. Their publication list consists of books, packets and reprints helpful in understanding dyslexia. Chapters are located in most states.

PLUS, Project Literacy U.S.
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-1491
NCLD and PLUS cooperate to promote volunteer tutoring programs and training for volunteer trainers, which assist LD children and adults.

Parents of Gifted/LD Children, Inc.
622 Broad Street
Bethesda, MD 20816
(301) 986-1422

P.T.I.: Parent Training and Information Projects
Provide information, local resources, and advocacy training. To find the PTI in your state, call NCLD, or: Maratha Ziegler
(617) 482-2915.

State Department of Education
Call your State Education Department (in your state capital) and ask for the Director of Special Education.

U.S. Department of Education, Office of Special Education and Rehabilitative Services (202) 205-5465

UNITED WAY YOUTH SERVING AGENCIES

Major youth-serving agencies such as Boy and Girl Scouts, Boys' and Girls' Clubs, and Y's are committed to mainstreaming youth with learning disabilities into their programs. Contact local or national offices to inquire whether there is a group in your community with a volunteer leader who has received training about youth with special needs. Contact your local United Way for referrals to these agencies.

LD ADULTS

Adult Basic Education Programs
Contact the Department of Education in your state.

National Center for Learning Disabilities
(212) 687-7211

Center for Special Education Technology Information Exchange
(800) 354-8324.

ERIC Clearinghouse On Adult Career and Continuing Education
(800) 848-4815

HEATH Resource Center
(800) 544-3284

Job Accommodation Network
(800) 526-7234

Learning Disabilities Association of America
(412) 341-1515

National Network of Learning Disabled Adults
(602) 941-5112

GED Testing Service
(Accommodations for LD Adults)
One Dupont Circle, N.W.
Washington, DC 20036
(202) 939-9490

ADA Information Hotline
The Great Lakes Disability and Business Technical Assistance Center
1640 W. Roosevelt Road
Chicago, IL 60608
(800) 949-4232

Association on Higher Education and Disability
PO Box 21192
Columbus, OH 43221
(614) 488-4972
(800) 247-7752 (Hotline)

Equal Employment Opportunity Commission
1801 L. St., NW
Washington, D.C. 20507
(800) 669-3362

Department of Justice
Office of the ADA
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301 (voice)
(202) 514-0381 (TDD)

U.S. Department of Labor Job Training Partnership Act
(202) 535-0577

Vocational Rehabilitation Agencies
Contact your state's VRA.

BOOKS ON TAPES

Go to public libraries and inquire about Library of Congress services for the Blind and physically handicapped since LD resources are included under this service. Books on tapes are available free for children and adults documented as learning disabled. It is necessary to have a special tape player in order to listen to Books on Tape. For equipment, contact the National Library Services for the Blind and Physically Handicapped 1-800-424-8567. Also:

Recordings for the Blind
The Anne T. MacDonald Center
20 Roszel Road
Princeton, NJ 08540
(609) 452-8567
Textbooks on tapes. Send for application form.

NATIONAL ASSOCIATION OF PRIVATE SCHOOLS FOR EXCEPTIONAL CHILDREN (NAPSEC)

1522 K Street NW, Suite 1032
Washington, DC 20005
202-408-3338
Provides a referral service, publications, and conferences for persons interested in private special education placements.

INDEPENDENT SCHOOL ENTRANCE EXAMINATION

For information on accommodations for LD students, contact: **Educational Record Bureau,** (E.R.B.), 37 Cameron Street, Wellesley, MA 02181. (617) 235-8920.

COLLEGE INFORMATION

Students with documented learning disabilities and dyslexia can apply for special college entrance testing. Options include untimed tests, tests on tape, or test reading by a counselor or LD tutor. Write to:

ACT Special Testing
ACT Test Administration
P.O. Box 168
Iowa City, IA 52243
(319) 337-1332

-or-

Scholastic Aptitude Test (SAT)
Admissions Testing Program for Handicapped Students
CN 6603
Princeton, NJ 08541
(609) 734-1280

AHEAD—Association on Higher Education (formerly AHSSPPE)
Columbus, Ohio
(614) 488-4972

Tests For LD Students:

Educational Testing Service (ETS). E.T.S. has announced special administration of college and graduate admission tests for individuals with visual, physical, hearing or learning disabilities. The tests include: the SAT (Scholastic Aptitude Test) and GRE (Graduate Record Exam) and the GMAT (Graduate Management Admissions Test). These tests are offered in four versions: *braille, large type, cassette* and *regular type.* Additional accommodations may include a reader, amanuensis, interpreter, additional time, and frequent rest periods. For more information, call (609) 921-9000 and specify the test in which you are interested.

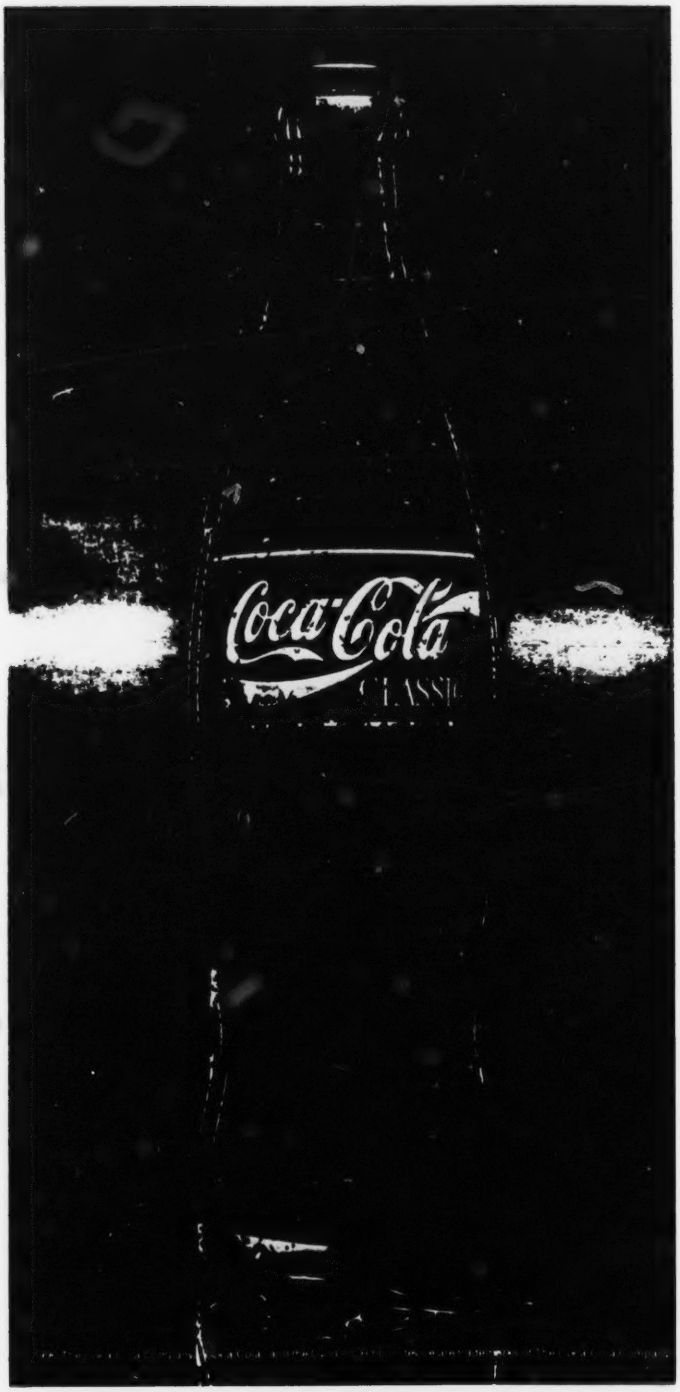
College Related Publications:

The K & W Guide to Colleges for the Learning Disabled, by Marybeth Kravets and Imy F. Wax. Harper Collins Publishers, NY, 1992.

Peterson's Guide to Colleges With Programs for Learning Disabled Students. 1992. Available at bookstores or by contacting: Peterson's Guides, Dept. 5626, PO Box 2123, Princeton, NJ 08540.

Dispelling the Myths: College Students and Learning Disabilities by Katherine Garnett and Sander Porter with assistance from Hunter College. Written with a grant from NCLD. Van Dyck Printing, NY 1992. Available through NCLD.

Unlocking Potential College and Other Choices for LD People by Barbara Scheiber and Jeanne Talpers. Adler and Adler Publishers, Bethesda, MD (1987).


Coca-Cola
CLASSIC

NCLD...
guiding special children
on a journey of self-discovery.

THE NATIONAL CENTER FOR LEARNING DISABILITIES

99 Park Avenue
New York, N.Y. 10016
(212) 687-7211

Let no children be demeaned,
or have their wonder diminished,
because of our ignorance or inactivity;

Let no adults be deprived of discovery,
because we lack the resources to
discover their learning differences;

Let neither children nor adults — ever —
doubt themselves or their minds because
we are unsure of our commitment.